

INSPECTION REPORT

ST. ANDREW'S C of E PRIMARY SCHOOL

Ramsbottom

LEA area: Bury

Unique reference number: 105326

Headteacher: Mr C. Cliffe

Reporting inspector: Mrs M. R. Shepherd
11238

Dates of inspection: 10 – 11 October 2000

Inspection number: 220687

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Nuttall Lane Ramsbottom Bury
Postcode:	BL0 9JD
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend I. Rogerson
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's is a Church of England voluntary controlled school that serves the town of Ramsbottom. It contains a higher than average number of pupils on the special educational needs register and more pupils than average have full statements. Many of these pupils come from outside of the immediate area. Of the four Key Stage 1 classes, two have mixed aged pupils. In Key Stage 2 each age group forms a different class. There are 242 pupils on roll with 118 girls and 124 boys. There is an imbalance of boys and girls in each class with many more boys than girls in Year 6. Fewer than one per cent of pupils speak English as an additional language and are from minority ethnic groups. Attainment on entry is above average but there is a wide spread of ability. There are considerable variations in attainment across different year groups. Many pupils with special educational needs join the school midway through their primary education.

HOW GOOD THE SCHOOL IS

The school is very good with many excellent features. Attainment by the end of Key Stage 2 is very high in English and science and well above average in mathematics. Attainment is above local expectations in religious education by the end of Key Stage 2. Progress of pupils with special educational needs is very good. Teaching is very good. Leadership and management are excellent. The school gives very good value for money.

What the school does well

- Standards are high.
- Leadership and management are excellent.
- Progress of pupils with special educational needs is very good and the provision is excellent.
- Behaviour and relationships are excellent, attitudes and personal development are very good.
- Teaching is very good, partnership with the very good quality support staff is very good.
- Provision for spiritual, moral and social development is very good.
- Partnership with parents is very good.

What could be improved

- The proportion of pupils reaching Level 3¹ in reading and writing in Key Stage 1.
- The quality of the computer provision.
- Provision for outdoor play for the foundation stage.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. The school has consolidated the very good and excellent features from that inspection and has made good improvement in other areas. All the key issues have been improved. Standards in English were well above average and are now very high. Mathematics standards were well above average and the school has maintained this high level. Standards in science have been improved significantly and are now very high. Progress of pupils with special educational needs has increased and the provision is now excellent. The rates of attendance are further improved and are now well above average. The proportion of excellent and very good teaching has increased considerably. There was a very small proportion of unsatisfactory teaching and now there is none. Accommodation has been significantly improved with the addition of two high quality classrooms acquired through careful use of the budget. The school library is now very attractive and the supply of books improved. Schemes of work are considerably improved and completely fulfil the requirements of Curriculum 2000.

¹ Level 3 is the expected level for more able pupils by the end of Key Stage 1

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ²
	1998	1999	2000	2000
English	A	A	A*	A
Mathematics	A	B	A	B
Science	A	A	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The 2000 national tests show significant improvement in the number of pupils reaching Level 5 in English, mathematics and science at the end of Key Stage 2. The inspection confirms this improvement. Standards are very high in English and science and well above average in mathematics. Attainment in religious education is above local expectations. Standards in the national tests have risen steadily in all subjects. The school sets high targets and meets them due to careful tracking of progress.

Attainment by the end of Key Stage 1 is well above average in mathematics, reading and writing. The proportion of pupils attaining Level 3 in mathematics is above the national average. There is some under performance at Level 3 in reading and writing in Key Stage 1 compared with similar schools.

The school is very successful in supporting pupils with special educational needs to attain average standards in national tests. Gifted and talented pupils are very well supported.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils are extremely enthusiastic about their school.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons, around the school and at lunch times. There was a complete absence of bullying, sexism or racism during the inspection.
Personal development and relationships	Relationships are excellent across all members of the school community. Personal development is very good.
Attendance	Attendance is well above average.

² The similar schools are in a category where there are eight per cent of free school meals or less.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
17 lessons seen overall	very good	good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Nearly seven tenths of teaching is very good or excellent. All teaching inspected in Key Stage 2 was very good or excellent and each of these teachers has excellent features in their teaching. Teaching in reception is very good. There are very good features in the teaching in Key Stage 1. No teaching inspected was less than good.

All teachers work extremely effectively with the high quality support staff and other adults. This ensures a high level of concentration by pupils, a very fast pace of work by pupils and a very high level of productivity. Teachers all teach basic skills very effectively as they all have very good subject knowledge in English and mathematics. This leads to a very good rate of acquisition of knowledge and skills in English, mathematics and science. Teachers all organise the work of pupils with special educational needs extremely well. These pupils make considerable efforts to improve their work. All teachers manage pupils very well and this is excellent in Key Stage 2. The effectiveness of teaching methods is excellent in the reception class and Key Stage 2. Teachers in Key Stage 2 challenge gifted and talented pupils particularly well. Years 5 and 6 pupils have a very good understanding of their own learning. Teachers use the very good quality specialist sound systems very effectively to improve communication with the whole class.

Key Stage 1 teachers plan very carefully together to ensure pupils from the same year group in different classes receive similar experiences. Classroom assistants are used very effectively across the split year groups. Reception class pupils show an extremely high level of concentration and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good across the school. Termly planning for the split age classes is very thorough. Some computers are very old.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is excellent. The special educational needs co-ordinator organises these pupils' work extremely well. Support assistants play a very valuable role in ensuring these pupils reach average standards.
Provision for pupils with English as an additional language	Provision for these pupils is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good. Provision for cultural development is good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good.
Partnership with parents	Partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are excellent. The Key Stage 1 co-ordinator is an effective leader. Co-ordinators play a very valuable role in the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very effectively. The chair of governors plays a very important role in shaping the direction of the school. The communications group is very effective.
The school's evaluation of its performance	The school evaluates its performance very thoroughly and identifies well defined targets that raise standards.
The strategic use of resources	The school makes very good use of its resources to provide a stimulating curriculum for all pupils. The school uses the principles of best value carefully.
Accommodation and staffing	Planning for developing the accommodation is excellent. It combines careful handling of the budget with imaginative ways of improving provision. Teachers and support staff are very well qualified.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-six per cent of questionnaires were returned. Thirty-four parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations. • The school is well led and managed. • Their children like school. • Teaching is good. • Standards of behaviour are good. • The school responds to their problems well. 	<ul style="list-style-type: none"> • The amount of homework. • Information about their children's progress. • Range of activities outside lessons. • The provision for pupils of the same age in different classes. <p>(These are the views of a very small minority of parents.)</p>

The inspectors agree with all of the positive views of parents. They judge the homework to be appropriate. The amount of information about their children's progress is satisfactory. There is a good range of activities outside lessons. The before and after school provision is excellent. The school plans very carefully for pupils of the same age in different classes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high

1. The school works very hard to raise standards across English, mathematics and science. Parents appreciate this aspect of the school's provision. Children enter school with personal, social and emotional development well above average. In basic skills attainment is generally above average but there is a wide spread of ability. Attainment varies considerably across different year groups. Teaching is very good in reception and by the time pupils enter Key Stage 1 attainment is above average across the foundation stage curriculum. Individual pupils are tracked carefully through the school using national tests at the end of each year in Key Stage 2. The school identifies weaknesses carefully and then supports individuals in improving specific aspects of their work. Individual strengths are celebrated which raises pupils' self esteem. For example, pupils are chosen to read their work aloud to the whole school in assemblies. Staff also analyse the results of the tests thoroughly to identify any shortfalls in the curriculum over the year. The subsequent year's provision is then improved. For example, from this analysis the school identified insufficient time for pupils to write extended independent writing in Year 5 and increased the weekly allocation of time for this activity. The school sets their targets carefully in Key Stage 2 by considering individual progress through the school. Both boys and girls are expected to fulfil their potential regardless of gender. The school has monitored their book provision to ensure there is a supply of texts with contents that are interesting to boys. Standards of literacy and numeracy are high.
2. Attainment in English in the 2000 national tests at age 11 is very high compared with the national average and well above average when compared with similar schools. The inspection confirms this attainment. The school is particularly successful in the proportion of pupils reaching Level 5 or higher. Compared with both the national average and with similar schools this proportion is very high. The proportion doubled in the 2000 national tests with 70 per cent of pupils achieving this level. Pupils gain a very good understanding of the quality of each piece of independent written work as teachers mark three different aspects of the work. These are purpose and organisation, punctuation and grammar, and style. From this very thorough marking and individual discussion with teachers pupils develop a very good understanding of the components of their own writing and the way they can improve. Teachers focus carefully on teaching different aspects of writing to give pupils an insight into structures of different writing styles. For example, pupils consider opening sentences or characterisation. Pupils endeavour to use new vocabulary as there are clearly defined reward systems directly related to this use. Teachers provide a very well balanced and interesting programme of work throughout the year. For example, pupils developed their skills of humorous writing in Year 6 by writing the story of Little Red Riding Hood from the wolf's point of view. A pupil really captured the character of the wolf and wrote "This little Red know it all Hood, she must have been a really slow walker." Teachers develop pupils' grammatical, spelling and handwriting skills well as they teach them on a regular basis. They then provide very good opportunities for pupils to use their new knowledge or skills within independent writing to reinforce the learning. Teachers use computers effectively to develop writing skills. For example, Year 6 use emails to communicate with their partner school in America.

3. Pupils have very high standards of reading by the age of 11 as they read for a set time each day from a range of different fiction and non-fiction. They enjoy this time and concentrate well. Teachers throughout Key Stage 2 use guided reading very effectively to develop analytical skills from texts. They develop a range of different record sheets for pupils to reinforce the discussion during the guided reading. For example, pupils recorded the differences in characters across a series of classical children's fiction. Speaking and listening skills are developed very well across the school. Pupils have very good opportunities to talk in different situations. These include the annual formal dramatic productions, whole school assemblies, whole class discussion and paired or group work. So, in assembly a very happy pupil was required to adopt the speech and cruel demeanour of Mr Bumble from *Oliver Twist*. Teachers structure lessons which require discussion and negotiation. For example, in Year 5 pupils had to agree the meaning of different idioms and then report back to the whole class. The 2000 national tests show by the end of Key Stage 1 attainment in reading and writing is well above the national average. A much higher proportion of pupils reach Level 2 than average. Pupils develop writing skills effectively as they are provided with regular opportunities to write independently in a range of different styles.
4. The school carries out the same thorough analysis of pupils' attainment in mathematics as they do in English which has led to a rise in the standards of mathematics. The 2000 national tests at age 11 show attainment to be well above the national average both at Level 4 and 5. The inspection confirms these standards. The proportion of pupils attaining Level 5 increased by 10 per cent in the 2000 national tests. Compared with similar schools attainment is above average. This does not take account of the higher than average proportion of pupils with special educational needs. The school adopted the Numeracy Strategy early and modified the curriculum to make the best use of the new requirements. Pupils have a very good understanding across the mathematics curriculum as teachers cover all aspects carefully. They apply their mathematics confidently throughout the curriculum. Teachers use a range of different teaching strategies very effectively to stimulate pupils' interest. For example, they use a variety of different mathematics text books and balance different activities well within lessons. Mental mathematics sessions are carried out at a fast pace and pupils enjoy the challenge. As in English pupils are supported in analysing their own strengths and weaknesses and provided with further tasks to strengthen the weaker aspects. Pupils share their answers confidently with the whole class and different strategies for arriving at correct answers are discussed. Pupils are supported very effectively in this whole class work and wrong answers are handled sensitively. These are used very effectively to support both the individual and the whole class to identify the right answers. Mathematical vocabulary is an integral part of lessons and regularly revised to ensure pupils understand the meanings. Homework is used well to support individual and class weaknesses. Attainment by the end of Key Stage 1 is well above the national average. In the 2000 national tests the school increased the proportion of pupils reaching Level 3 by 12 per cent. More pupils reached Level 2A than the previous year.
5. The 2000 national tests at age 11 show that attainment in science is very high. It is well above average compared with similar schools. The inspection confirms these standards. There is thorough coverage of all of the aspects of science and pupils regularly get opportunities to carry out investigations to develop skills of scientific enquiry. They pose their own questions to research. For example, in the work related to planets a pupil searched for information to find out "Does space go on for ever?" Teacher assessment in 2000 in Key Stage 1 shows all pupils reached Level 2 which is an improvement on the previous year.

6. Attainment in religious education is above local expectations. Teachers combine the knowledge components of the curriculum very effectively with pupils' own experience. For example, in Year 1 pupils wrote about the "Feeding of the Five Thousand" as the biggest picnic ever. Pupils have a good understanding about different faiths. They have a very good understanding of Christianity. By Year 6 pupils write very sensitively about key Christian events. For example, a pupil wrote a beautiful extended poem about Easter including "The world became a tiny dot, The spirit sailed away, Jesus asked for his life to be spared, But God sent him on his way."
7. Attainment in English, science and religious education have all improved since the previous inspection. The very good standards in mathematics have been maintained.

Leadership and management are excellent

8. The headteacher sets very high standards for the school. He is determined to provide a context for pupils in which every individual fulfils her or his potential. He sets priorities for raising standards in English, mathematics and science within a broad and stimulating curriculum. He welcomes the diversity that a high proportion of pupils with special educational needs brings to the school. He ensures that the organisation of staffing and the curriculum is carefully co-ordinated to support the needs of these pupils while challenging the gifted and talented pupils. He knows all the pupils very well and is an active presence around the school. He values the personal development of pupils as well as the academic development. For example, the school produces good quality musical productions as well as very high standards at the end of Key Stage 2. He organises staffing very carefully and looks to their long-term development. For example, a teacher took part in a year-long exchange with an American teacher. This experience was monitored carefully to ensure this experience enriched the provision for the pupils.
9. The headteacher works in a very effective partnership with the deputy headteacher. She sets an excellent example in her teaching. She takes large areas of responsibility. For example, she identified the mismatch of the previous curriculum with the requirements of Curriculum 2000 and led the process of modifying all the long and medium term plans ready for the new term in September. The Key Stage 1 co-ordinator plays a valuable role both in her own key stage and in the senior management team. Co-ordinators play valuable roles within the school. They have a clear understanding of the future developments in their subjects and how they will be carried out. Their expertise is used well. For example, the physical education co-ordinator works in a trio with the headteacher and Year 6 teacher to provide a challenging carousel of activities for the Years 5 and 6 pupils.
10. The governing body fulfils its responsibilities very effectively. The governors have a very good understanding of the strengths and weaknesses of the school. They are kept well informed about developments of the school by the headteacher. They are keen to question the headteacher and staff governor about their provision and to support the school in monitoring standards. For example, they analyse the school's national tests in detail and play an active part in setting targets. The chair of governors plays a very important role in shaping the direction of the school. He works in very close partnership with the headteacher. He ensures that there are very good links with the church community and the school carries out many of its major performances in the church. The governing body has a very effective communications group and they produce school documentation. For example, they produce the annual parents' report, the school brochure and the home school

agreement. The high level of expertise in this group ensures very attractive publications. They also forge stronger links with parents.

11. The headteacher and governors use their budget very effectively. Specific grants are used carefully for their designated purpose. The headteacher and governors consider long term projects and then identify ways of fulfilling their goals. They are determined to improve the provision of the school. For example, in the previous report accommodation was identified as a major weakness. The school identified ways of extending classroom space in the attics and then managed their budget accordingly. The result is two beautiful and spacious classrooms and a store room that has significantly improved the quality of the accommodation. The school considers principles of best value very carefully. They are very imaginative in implementing these principles. For example, they organised a “Changing Rooms Challenge”-type week to decorate and improve the library provision. This resulted in a much improved library area carried out at a very reasonable cost.
12. The school monitors its work very carefully to secure improved provision across the school. The school development plan is well organised and costed. Provision for pupils’ health and safety and child protection is very good. The school responds very quickly to any issues raised. Teaching is monitored both by the senior management team and some co-ordinators. This is recorded formally and clearly identifies ways to improve teaching. The outstanding qualities of leadership identified in the previous inspection are as strong as ever.

Progress of pupils with special educational needs is very good and the provision is excellent

13. Pupils with special educational needs make very good progress as their work is organised extremely carefully. There is a higher proportion of pupils with full statements than average and more pupils than average are on the special educational needs register. Nearly a third of these pupils join the school through the middle of their primary schooling. The school monitors their progress very carefully. The support assistants are of a high quality and have built up excellent relationships with these pupils. This develops a high level of confidence which encourages these pupils to give their best. Support assistants have a very good knowledge of the learning taking place during lessons as they work very closely with the teachers. For example, in Year 6 a pupil read confidently from the overhead projector to the whole class as he was so well supported by his classroom assistant. The special educational needs co-ordinator has an excellent knowledge of the particular needs of the pupils in her care. She works very closely with the headteacher and deputy headteacher to organise the best use of the resources available. She analyses the progress of pupils very carefully and varies the provision to the changing overall needs. Individual education plans are very detailed and very careful records are kept of progress both by teachers and support assistants. The school works in close partnership with external agencies who appreciate the way they are welcomed into the school and are involved in its work.
14. Gifted and talented pupils make very good progress as they are given high levels of challenge across lessons. In Year 6 the school provides additional teaching where appropriate for these pupils to ensure they have the correct level of challenge. Progress and provision for both pupils with special educational needs and gifted and talented pupils have improved since the last inspection.

Behaviour and relationships are excellent. Attitudes and personal development are very good

15. Pupils' behaviour is excellent throughout the school. They move around the building very sensibly whether they are going to the hall for assembly, going out to play or taking the register to the office. If there is any congestion at exits to the school, the older pupils are very considerate to the smaller pupils and ensure that they have priority. Pupils expect to move straight into lessons from the playground and settle very quickly, ready to listen to the teachers' instructions. They work very well in small groups with the support staff, listening courteously. Relationships are excellent. All members of the school community show respect for each other. This is particularly evident when pupils are co-operating together in groups or pairs. They are very quick to praise each other's efforts. They point out ways of improvement with delicacy. For example, in a group discussion a pupil pointed out gently to his neighbour that he had already had several turns to contribute to the debate and the neighbour agreed and kept quiet.
16. Pupils have very positive attitudes to their work as teachers plan interesting tasks across the curriculum. For example, in Year 6 pupils received individual letters and photographs from their pen pals in an American school and approached the task of replying with relish. Pupils take a pride in their work and are keen to show each other and their teachers their efforts. Children in the reception class have high levels of concentration for their age as the teacher matches the tasks very carefully to their needs and establishes clear expectations for how they should be carried out. Personal development is very good as pupils are expected to build on their own strengths and develop their weaknesses. For example, in pupils' individual special books they all write a perceptive summary of their achievements over each year. Older pupils are responsible for younger pupils at wet playtimes and support the younger pupils sensibly. Parents appreciate this provision. Pupils use opportunities for personal development seriously. They use the suggestions box to raise issues for the development of the school. For example, they requested a change in the school uniform and this was later discussed and implemented by the school. The rate of attendance has improved since the last inspection and is now well above average.

Teaching is very good. Partnership with the very good quality support staff is very good

17. Teachers work very effectively with their high quality support assistants and with other adults. They organise their time very carefully to make maximum use of their time with groups or individuals. Teachers ensure that any adults are clear about the learning outcomes for the tasks. This organisation is particularly effective in the split age grouped classes. Teachers consider the needs of the different age groups carefully and vary the time that they spend with the year groups according to their particular needs. For example, in the mixed Year 1 and reception class the teacher used the first half hour to focus on the needs of the older pupils while the reception children worked with the classroom assistant. Teachers all plan the literacy and numeracy lessons in great detail. The formats for this planning are very good as they include speaking and listening, evaluations and homework. In the mixed age classes there is careful planning for the two different age groups each day. The teachers meet regularly to share both the progress of each other's pupils and the content of each other's lessons. Key Stage 1 teachers also meet regularly as a team to consider the curriculum across the whole key stage. This ensures that pupils are getting similar experiences that develop from reception through to Year 2. Teachers across the school plan carefully to ensure that tasks are well matched to their needs. For example, in the Year 2 class the teacher organised dictionary work at three separate levels to extend the pupils' skills at their own level.

18. There are excellent features in each of the teachers in Key Stage 2. These include a very fast pace to lessons that ensures that all pupils work hard. These teachers have very high expectations. They have a very good understanding of each pupil's progress. They challenge them to reach higher levels and support them very effectively in achieving these goals. In whole class teaching they pitch their work at the highest achievers and then give careful support to ensure the other pupils understand the work. They use questioning very skilfully to target individual pupils' learning. They use homework carefully to supplement the work in lessons and refer to the work carried out at home. For example, in Year 5 pupils had developed a good knowledge of the bones in the body through the homework which was then combined with an activity in the science lesson.
19. All teachers use praise very effectively to motivate individual pupils. They have a very good understanding of when pupils have made a particular effort. For example, in the mixed Years 1 and 2 class pupils were praised when they had tried especially hard to sound out the words of the week. The balance of different aspects of the lesson is excellent in the reception class and Key Stage 2. Teachers combine whole class teaching with group work and feeding back at the end of the lesson very effectively. Targets are set for future lessons so that pupils know what they are aiming at. In the reception class the teacher organises the children very effectively to ensure they all cover key activities over two day periods. For example, she organised pupils to work both in small groups and independently on numeracy tasks, including counting numbers on currant buns and using pennies to pay for them.
20. All teachers manage their pupils very well and have high expectations of behaviour. There is very good subject knowledge in English, mathematics and science which leads to very good use of technical language in lessons. The proportion of very good and excellent teaching has increased since the last inspection.

Provision for spiritual, moral, social development is very good

21. The school works hard to provide a stimulating context for these aspects of personal development. There is a good personal and social education policy that includes aspects of citizenship. Very good opportunities are provided throughout different aspects of school life to develop spiritual awareness. Assemblies are used very well to set a reflective context for learning. A cross and candles or flowers are used very effectively as a focal point. Pupils are given a focus for reflection and time for this before their prayers both in assemblies and at the end of the school day. Teachers ensure that pupils have a good knowledge of the Lord's Prayer. They say it together with reverence as this is a regular activity in assemblies. Very good opportunities are offered to pupils in lessons to develop spiritual awareness, particularly in independent writing and in religious education. For example, pupils in Year 5 were required to produce beautifully written prayers with relevant content. A pupil wrote, "Please give homeless people food, love and hope".
22. The school provides a very clear moral code for pupils. Teachers make very good use of opportunities in lessons to raise moral issues and to challenge pupils' thinking. Teachers discuss the importance of rules and pupils produce their own rules for their classrooms. Parents appreciate this provision. Assemblies are used well to reinforce an understanding of moral issues.
23. Teachers organise many opportunities for social development. This is provided very well within the classroom context as pupils are required to co-operate together to complete tasks. For example, in reception children are expected to co-operate in the role play area. Pupils are encouraged to help each other to solve problems in

lessons. There is a very effective “buddy “ system where each Year 6 pupil supports a new reception child until they have settled into school. Both the reception and Year 6 parents believed this was helpful to their children. Pupils have opportunities to develop understanding of other human needs. For example, they were involved in a concert with the secondary school in aid of an ex-pupil with cancer. Provision for cultural development is good.

Partnership with parents is very good

24. The school works hard to develop a strong partnership with parents. The governors' communications group is a good indicator of the importance the school gives to this aspect of their provision. Parents are welcomed into school to work in classrooms and play a valuable role in supporting individuals and groups. The Parents' and Teachers' Association plays a very valuable role in organising social events and in their fund raising. Parents' expertise is used very well. For example, an interior designer was involved in the improvements to the library. The school responds sensitively to parents concerns and parents have confidence that the school will respond to issues raised. For example, as a result of a questionnaire sent out to parents their concern about the length of time available at parents' evenings was considered and the time was doubled.

WHAT COULD BE IMPROVED

The proportion of pupils reaching Level 3 in reading and writing in Key Stage 1

25. Although attainment at the end of Key Stage 1 is well above average in reading and writing, the proportion of pupils attaining Level 3 is only close to average. The 2000 national tests show that compared with similar schools attainment at Level 3 is below average. This represents underachievement for a small number of pupils. Level 2 is divided into three stages from A to C. The school has increased the proportion of pupils reaching the higher Level 2A but have not targeted pupils sufficiently well to extend their attainment further. Pupils are provided with a rich combination of opportunities to develop their independent writing. However, the school does not identify the potential Level 3 pupils early in the key stage or track their progress sufficiently closely to ensure they fulfil their potential. In the Literacy Hour teachers do not always use the session at the end of the lesson to extend these pupils' learning. During the group work in the Literacy Hour teachers do not always spend sufficient time with these pupils to challenge their thinking or to assess their individual needs thoroughly.

The quality of the computer provision

26. Teachers organise their pupils carefully to take turns on the computer to develop skills. They track the number of times that they spend on the computers to ensure that every pupil has an equal share of time and covers the different parts of the scheme of work. However, some of the computer equipment is old and breaks down during lessons. This reduces the amount of time to develop information and communication skills. The school has innovative plans to build a computer suite. Teachers will need training both in teaching techniques within the suite and in extending their subject knowledge to cover the extended requirements of Curriculum 2000. The school already has plans for this training.

Provision of outdoor play for the foundation stage

27. There are no specialised facilities for outdoor play for the reception children. This lack of opportunities to play regularly on large apparatus restricts their development of skills of balancing and climbing. Opportunities for pupils to learn about moving in large spaces and developing awareness of how their own movements affects others are also reduced. It also reduces the choices they make in independent play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The governors, headteacher and staff should further improve their provision by:-

- (1) increasing the proportion of pupils reaching Level 3 in reading and writing in Key Stage 1 by:-

- raising teachers' expectations of the potential of pupils to reach Level 3 in reading and writing;
- increasing the amount of time spent with the focus group in the literacy hour;
- raising the level of challenge in the whole class sessions at the end of lessons;
- identifying potentially high attaining pupils earlier in Key Stage 1;
- tracking these pupils' progress more carefully and setting higher challenges for them;

- (2) improving the quality of the computer provision and extending teacher expertise by:-

- implementing the plans to build a computer suite;
- implementing the training plans to develop teachers' expertise in teaching in a computer suite and extending their subject knowledge;

- (3) improving the provision for outdoor play for the reception children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
24	47	29	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	242
Number of full-time pupils eligible for free school meals	16
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	49
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	19	20	19
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (100)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	20	19	20
	Total	34	33	34
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (100)	100 (90)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	13	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	23
	Girls	13	13	13
	Total	33	33	36
Percentage of pupils at NC level 4 or above	School	92 (85)	92 (85)	100 (100)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	21
	Girls	13	13	13
	Total	30	34	34
Percentage of pupils at NC level 4 or above	School	83 (79)	94 (79)	94 (94)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	239
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25.5
Average class size	30.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	402,364
Total expenditure	398,805
Expenditure per pupil	1,662
Balance brought forward from previous year	-4,192
Balance carried forward to next year	-633

Results of the survey of parents and carers

Questionnaire return rate 56%

Number of questionnaires sent out	232
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	0	0	1
My child is making good progress in school.	47	46	2	1	4
Behaviour in the school is good.	48	49	1	0	2
My child gets the right amount of work to do at home.	25	54	12	2	7
The teaching is good.	57	40	0	0	3
I am kept well informed about how my child is getting on.	43	44	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	64	33	2	0	1
The school expects my child to work hard and achieve his or her best.	57	41	0	0	2
The school works closely with parents.	42	47	9	0	2
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	53	43	2	0	2
The school provides an interesting range of activities outside lessons.	59	27	7	0	7