

# INSPECTION REPORT

**ST GABRIEL'S WITH ST MARY'S CE PRIMARY SCHOOL**

Hanley Swan

LEA area: Worcestershire

Unique reference number: 116817

Headteacher: Mrs M Pick

Reporting inspector: Mrs P Richards  
25433

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> September 2000

Inspection number: 224263

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 to 11 years
Gender of pupils:	Mixed
School address:	Welland Road Hanley Swan Worcester
Postcode:	WR8 0EQ
Telephone number:	01684 310364
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Sue Roberts
Date of previous inspection:	17 <sup>th</sup> – 19 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Gabriel's with St Mary's CE Primary School currently has 94 boys and girls aged from 4 – 11 on roll. This is smaller than most primary schools nationally. Children enter the reception class at the beginning of the year of their fifth birthday. There are, at present, 15 children in the reception class, some of whom attend part time, and 14 pupils under the age of six in Year 1 in a Year 1/Year 2 class. The school is situated in an attractive village near Malvern, and 15 per cent of pupils are entitled to receive free school meals, which is below average. There are no pupils from minority ethnic communities, nor any pupils who speak a language other than English at home. Two per cent of the pupils are travellers and several, although now settled in the village, belong to a travelling community. Children's attainment on entry varies from year to year but is, currently, slightly below average. Twenty-one per cent of pupils are included on the register of special educational needs, which is average. There are no pupils with difficulties serious enough to require a Statement of special educational needs.

### **HOW GOOD THE SCHOOL IS**

St Gabriel's with St Mary's is a good school where pupils learn effectively and achieve high standards. The pupils enjoy coming to school. They are enthusiastic learners and proud of their school. The school is well led and managed by the headteacher and governors, who are well supported by a highly committed deputy and team of teaching and non-teaching staff. There is a shared commitment to maintaining high standards. The teachers are hardworking and the quality of teaching is of a good standard, particularly in Key Stage 2, where it is very good. Although the school receives more money than average, they use it to best effect and, therefore, taking into account the high standards, good quality of teaching and the very good attitudes and behaviour of the pupils, the school provides good value for money. Its strengths greatly outweigh its areas for improvement.

#### **What the school does well**

- Pupils reach high standards by the time they are eleven.
- The quality of teaching and pupils' learning is good.
- The headteacher, staff and governors work effectively as a team and the school is well led and managed.
- Within a safe and secure environment the school successfully promotes positive attitudes and very high standards of behaviour and personal development.
- The school has particular strengths in music and physical education and offers an excellent range of out of school activities.
- The partnership with parents is very good.

#### **What could be improved**

- The achievement of pupils in Year 1 in the mixed-age, mixed-ability Key Stage 1 class

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of all pupils in the school.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996 and very good improvements have been made in the areas identified for development in the report. The school's results in the National Curriculum tests, although fluctuating from year to year, have remained well above average and the very high standards of pupils' behaviour and the school's very positive ethos have been maintained. Clear and appropriate priorities have been established for school development over the next three years, with staff and governors contributing to a detailed school development plan. Development is aided by a well-planned programme of professional development and training and very good use has been made of advice and support offered by the local education authority.

All staff are now confident in delivering all aspects of design and technology. All policy documents are regularly reviewed and the school has developed effective procedures to monitor the curriculum. Planning is now very specific about what pupils are to learn and how they will learn it. The school is well prepared for the implementation of recent changes to the National Curriculum and continues to work hard to improve standards further, particularly in literacy and numeracy.

In addition, there have been significant enhancements to the outdoor learning environment, which have provided a rich learning resource, and to the main building, providing more space and better provision, particularly for the youngest children, who are now taught in a separate classroom from those pupils in Key Stage 1. Improved resources, professional development and very good curriculum planning have provided significantly better opportunities for pupils' learning in information and communication technology. Provision for physical education and a wide range of out of school activities offered to pupils are now particular strengths of the school.

## 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
	1997	1998	1999	1999
English	C	C	A	B
Mathematics	A*	C	A	B
Science	A*	B	A	B

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

In the 1999 National Curriculum tests taken by pupils at the age of 11, results were well above average, in English, mathematics and science when compared with all schools and above average when compared with similar schools<sup>1</sup>. Despite fluctuations, from year to year, that reflect the makeup of particular year groups, for example differing percentages of pupils with special educational needs taking the tests, the school has maintained the high standards reported in the previous inspection report. Although, there are, currently, no national comparisons available for the year 2000, pupils have exceeded the 1999 National Curriculum scores. The school has set realistic targets for future years.

During the inspection, the standard of pupils' work seen in Key Stage 2, in English, mathematics and science, was in line with national expectations overall. This apparent decline in standards is due to a significantly higher proportion of pupils with special educational needs currently in Year 6. In Key Stage 1, most of the pupils presently in Year 2 are already in line to exceed nationally expected standards in reading. However, standards in Year 1 are not high enough and this presents an area for concern in the mixed-age, mixed-ability Key Stage 1 class, where the percentage of pupils with special educational needs is again at a significant level, and where a proportion of the children have not yet reached their sixth birthday.

Pupils make good progress in English and mathematics and science, and there are particular strengths in music and physical education. Pupils are also making good progress in information and communication technology, where the Internet is used very effectively to enhance learning across the curriculum.

<sup>1</sup> The school's results are compared both to the national average (i.e. the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (i.e. the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, eager to learn and talk about their school with pride.
Behaviour, in and out of classrooms	Standards in behaviour are very good. Pupils pay close attention in lessons and can be trusted to work with the minimum of supervision. They behave well during breaks and at lunchtime.
Personal development and relationships	Personal development is very good. Pupils enjoy being given responsibility. Relationships are very good.
Attendance	Attendance is very good and has shown significant improvement over the past 12 months.

The pupils' attitudes and behaviour are strengths of the school. Pupils are very positive and work enthusiastically at all subjects. They are polite and care for each other and all members of the school community. In class, pupils work very well independently and in small groups.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.*

Eight out of ten lessons seen were at least good, with almost a third being very good. All of the lessons observed were at least satisfactory, with no instances of unsatisfactory teaching.

Teaching is particularly good at the lower end of Key Stage 2, where the very good pace of lessons ensures that pupils make rapid progress and the teachers' enthusiasm and very good subject knowledge motivates pupils well. All staff have a thorough knowledge of how to teach basic skills, such as spelling, and a clear understanding of the National Literacy and Numeracy Strategies. English and mathematics lessons are generally taught well. In all subjects, most teaching is sufficiently challenging for the more able pupils, whilst teachers modify tasks, or give extra time to ensure that extra help is given to those pupils who need more support. Teachers are enthusiastic and energetic in their monitoring of pupils' work. Teachers ensure that lessons include opportunities for discussion and collaboration in pairs, or small groups, and this helps pupils to think for themselves and to consolidate and apply what they have learned. Teachers work very effectively as a team to ensure that all pupils benefit from their individual expertise.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All required subjects, including religious education, are appropriately provided for, together with personal and health education. The school has made good progress in planning for the new curriculum requirements. A wide range of out of school activities makes a very significant contribution to pupils' learning and personal development.
Provision for pupils with special educational needs	Good. Lessons are planned well to take into account the needs of these pupils and to ensure that they have full access to the curriculum. Staff know the pupils very well and give them full support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. The school successfully promotes positive attitudes and very high standards of behaviour and personal development. Spiritual development is very good and reflects the strong Christian ethos of the school. Cultural development is good but some opportunities are missed for pupils to appreciate the richness and diversity of a multicultural world.
How well the school cares for its pupils	Very well. The school provides a very caring environment for its pupils. The school values its strong partnership with parents and is always looking to develop parents' involvement in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and managed by the headteacher and deputy head. There is a very positive ethos and a genuine shared commitment to raising standards.
How well the governors fulfil their responsibilities	The governing body, well led by a very able and highly committed chair of governors, fulfils its responsibilities effectively and provides very good support to the headteacher and staff in meeting the aims of the school.
The school's evaluation of its performance	The school has a good view of its work. Data and assessment information are used very effectively.
The strategic use of resources	Staff, time and resources are used well. Sympathetic, well-designed alterations to the building and grounds have provided a stimulating learning environment. The headteacher and governors look to provide best value when considering the school's use of resources, but the school is not fully aware of how their costs relate to those of other schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most like about the school</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The school achieves high standards.</li><li>• Pupils work at full potential and enjoy it.</li><li>• The high expectations of teachers.</li><li>• Support for pupils with special educational needs.</li></ul>	<ul style="list-style-type: none"><li>• No significant views.</li></ul>

The above views are taken from the pre-inspection parents' meeting that was attended by 18 parents, and the responses to the parents' questionnaire. Evidence from inspection supports the parents' positive views. There were no negative views expressed at the meeting and responses to the questionnaire, and added comments, were outstandingly positive.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils reach high standards by the time they are eleven.**

1. The results of the 1999 National Curriculum tests show that by the time the pupils leave the school at the age of 11, their attainment in English, mathematics and science is well above average, when compared nationally, and above average when compared with similar schools. Although, there are, currently, no national comparisons available for the year 2000, pupils have exceeded the 1999 National Curriculum scores.
2. Some caution has to be exercised when comparing the results of such small groups of pupils with national averages and it is helpful to look at results over time. Taking the past three years' scores together, the figures show that the school's overall performance in Key Stage 2 is above the national average. Evidence from the inspection, shows that the pupils, currently in Year 6, are in line to achieve at least nationally expected standards, despite an above-average proportion of pupils with special educational needs in the year group
3. In Key Stage 1, pupils' attainment is above average over time, notwithstanding a sharp fall in 1999 results that was closely related to the percentage of pupils with special educational needs in the year group that took the tests. The pupils currently in Year 2 are, again, in line to achieve at least national averages by the time they are seven. Most are fluent readers and are already achieving the expected level in their reading skills.
4. Pupils with special educational needs make thoroughly sound and often good progress as they move through the school. For example, two pupils, who failed to reach expectations at the end of Key Stage 1, achieved the expected level in the most recent national tests. Where an extra adult in the class, for example a visiting governor, or the headteacher, supports them, their progress is particularly rapid. There are no significant gender differences in attainment. Although approximately one third of the pupils currently in Year 6 are on the special needs register, there is evidence that, with the good teaching they receive, they are in line to achieve at least expected levels by the time they are eleven.

#### **The quality of teaching and pupils' learning is good.**

5. The school's high standards are a direct result of the good and, often, very good teaching that pupils receive. Of the lessons seen during inspection, eight out of ten were at least good, with a third being very good. Over half of the lessons in Key Stage 2 were very good. There were no unsatisfactory lessons.
6. Teaching for the youngest children is consistently good. The reception teacher has a very clear understanding of the needs of the youngest children and her carefully planned teaching ensures that they get off to a good start when they first come to school. Through a range of well-chosen activities, that are appropriately matched to their age and ability, the children make good progress in all the areas of learning, particularly with regard to their personal development. From the time they start school, children are encouraged to become independent learners and to organise themselves, for example in dressing and undressing for physical education. The children learn to listen carefully to adults and each other, to express themselves clearly, and to treat each other with respect. They are helped to develop their literacy and numeracy skills through interesting story sessions and enthusiastic teaching of songs and rhymes. Well-structured play activities, such as finding and collecting the number three, from mixed numerals hidden in the sand tray, enable the children to consolidate and extend their mathematical understanding. More able children are encouraged to work independently and to think for themselves, for example when they use captions around the classroom to help them with their writing. Day-to-day assessment is used well to ensure that the children are making the desired progress.

7. The best teaching was observed in Key Stage 2, where lessons are conducted at a very brisk pace, enabling rapid progress to take place. In such lessons, very good subject knowledge enables teachers to deliver lessons very effectively across all subjects. Resources are used very effectively to interest and motivate pupils and to promote understanding. For example, in a Year 5/6 science lesson, pupils passed a beam of light to visit each other's mirrors, before making predictions about what would happen if a single object was placed between two mirrors positioned at different angles. The most able pupils immediately made accurate predictions and proceeded to test out their hypotheses, measuring and recording their results as the work progressed. Less confident pupils came to the correct conclusion more slowly, but securely, through their practical investigations and sensitive support from the teacher. The teaching for pupils in the Year 3/4 class is consistently very good. The teacher's enthusiasm is infectious and pupils respond very positively to the challenges set for them.
8. Teachers set high expectations for pupils' work and behaviour, and lessons are, generally, managed well. Throughout the school, opportunities are found for pupils to make choices, to take some responsibility for their own learning, and to think for themselves. For example, pupils' written work, in subjects such as history, shows that they are encouraged to prepare their own questions to investigate. Evidence from lessons and past work indicates that the teacher's raised expectations for pupils in Years 3 and 4 are particularly effective in helping them to move forward.
9. All teachers establish excellent relationships with their pupils that encourage even the least confident ones to 'have a go'. Teachers are energetic in their monitoring of the different ability groups, encouraging those in need of support and challenging the more able. Where classroom assistants supervise groups, they are well briefed and very effective in helping pupils to make gains in their learning. There is a purposeful, constructive atmosphere in all classrooms.
10. All teachers have a secure understanding of the National Literacy and Numeracy Strategies, and are particularly skilled in implementing the literacy strategy. A good technical knowledge enables them to teach basic skills, such as spelling, to a good standard. Very good subject expertise in other areas of the curriculum, such as music, physical education, art, and science contributes to the good standards pupils achieve in these subjects.
11. Teachers make very good use of oral sessions, at the beginning and end of lessons, to encourage speaking and listening skills, which are well developed throughout the school. In Year 2, pupils speak in clear sentences when explaining their work and are already attaining the expected level, as was demonstrated by the high levels of sensible discussion about sewing techniques in a design and technology lesson. Teachers use clever strategies to ensure that pupils of all abilities are engaged in these oral sessions. For example, pupils in the Year 3/4 class select, from a range, two numbers they wish to add mentally before explaining their method. The brightest pupils choose to add two digit numbers, such as 99 and 87, at speed, explaining that they simply rounded up the 99 to 100 and added 86, whilst less confident pupils select from the smaller numbers and explain their methods with equal pride. All teachers use skilled questioning techniques to encourage pupils to think more deeply and to express their ideas on a range of topics. Through such good teaching, pupils understand the need to organise their thoughts logically when communicating through spoken or written language.
12. Reading is taught well throughout the school. In Year 2, pupils are in line to achieve at least national expectations in reading, by the time they are seven. Most are accurate and fluent readers and have a good understanding of what they have read. In Key Stage 2, pupils talk about their books with interest and understanding and identify and explain how events might look from different points of view, using evidence from the text to support their views.
13. Pupils' work is marked regularly with judicious use of praise and positive comments to motivate pupils. Marking is of a particularly good quality in the Year 5/6 class, where more detailed analysis helps pupils to know what they have done well and what they have to do to improve. Homework is used well to consolidate and reinforce learning and teachers make

good use of information and communication technology to enhance pupils' learning experiences across the curriculum.

14. Pupils of all abilities achieve well, making good progress overall, with very good progress in Key Stage 2. In the mixed-age classes, grouping is by ability, rather than age, and some very able pupils move to the appropriate groups in other classes for literacy and numeracy, as do those most in need of extra support. Teachers recognise and promote equal opportunities, and there are no significant gender differences in the progress that pupils make.

**The headteacher, staff and governors work effectively as a team and the school is well led and managed.**

15. The headteacher leads the school well and has made an important contribution to improvements since the previous inspection. Ably supported by the deputy head, and team of teachers and governors, she has set a clear educational direction for the school and has been successful in maintaining high standards. The views of governors and parents are usefully sought and this contributes to an effective school development plan, which drives the work of the school. Developments are projected over a three-year period and provide good guidance to the direction the school takes. The headteacher and chair of governors monitor the plan on a day-to-day basis.
16. The governing body is very supportive of the school, is well led by a very able chair of governors, and fulfils its statutory responsibilities excellently. Governors have a very good understanding of the strengths and weaknesses of the school. They are well informed by the headteacher and there is a close relationship between the headteacher, governors and staff. There are committees for finance, curriculum and health and safety and a 'Safe School' committee, all of which meet regularly. Although in the early stages of curriculum monitoring, all governors have taken responsibility for a particular area of the curriculum and many visit the school regularly to familiarise themselves with teaching and learning in their chosen subject. Some governors provide very effective support in the classrooms and in after-school activities, such as the well-attended gymnastics club, which is run very capably by a parent governor. Documents, such as the annual report to parents, are of a high quality and include contributions from staff, parents and pupils.
17. Staff have worked closely together to meet the requirements of recent government changes to the curriculum and they are to be commended on their efforts. The new Foundation Stage Curriculum for children under the age of six is now being implemented in the reception class, and a two-year rolling programme of 'topics' shows revisions to the detailed planning for Key Stages 1 and 2.
18. There is a good, logical process to the way in which the school uses data from national and in-house tests. A breakdown of results identifies trends and then a careful analysis of pupils' actual performances gives the school a clear indication of areas to develop. This information is then transferred to the school development plan. All staff have a clear understanding of what needs to be done and how. For example, the school has identified pupils' writing as an area for development and teachers are working closely together to find ways of improving pupils' performance.
19. The headteacher monitors teaching and learning on a regular basis and provides opportunities for subject co-ordinators to monitor the delivery of their subjects in other classes. Such monitoring is well-focused with appropriate feedback provided to staff. The headteacher is particularly proud of the success of the school's induction arrangements for newly qualified staff.
20. Staff, resources and accommodation are used effectively to support pupils' learning. Teachers work very successfully, as a team, to provide the best possible experiences in their subjects. For example, a part-time specialist teacher teaches music to a high standard and pupils enjoy the lessons very much. The deputy head teaches science to the whole of Key Stage 2 and gives particular emphasis to the development of pupils' investigative skills. They

thoroughly enjoy devising 'fair tests' to test out their hypotheses. The Year 5/6 teacher teaches art throughout Key Stage 2 and provides pupils with interesting and relevant activities to promote good understanding of such concepts as *tone*. The headteacher supports pupils' learning in information and communication technology, and creates opportunities for the whole staff to undertake professional training in the use of computers. Where special arrangements exist for the most able pupils, teachers 'take in' brighter pupils from other classes in order to provide appropriately challenging activities. Whole-school projects, for example in art, give a clear indication of how teachers, working together as a team, ensure that pupils make systematic progress as they move through the school.

21. The governors have worked hard in partnership with the headteacher to achieve an attractive and stimulating learning environment for the pupils, both inside and outside the school building. Initiatives, such as the extension of accommodation for the youngest pupils and major enhancements to the outside environment have contributed significantly to pupil's learning. Governors, parents and staff are, currently, helping to make story bags for the youngest children to encourage reading at home. They are aware that, despite the many improvements in provision for children under six, more needs to be done, for example in providing a designated play area and large toys for them to control, and plans for these are in hand.
22. High levels of commitment are evident in the wide range of out of school activities offered to the pupils. Staff give up a great deal of personal time to organise clubs ranging from football, netball, and rugby to art and young ornithologists. All staff have undertaken professional training in order to provide the pupils with good quality coaching. There is a great deal of pride in the school's sporting achievements and staff are careful to offer the same opportunities to boys and girls.
23. There is good financial management. A high carry-forward budget figure, for 1999, relates to monies for building work and increased staffing to resolve the weakness, identified in the previous report, of a mixed class of reception, Year 1 and Year 2 pupils; only a mixed Year 1/Year 2 class remains. Governors are very aware of the need to ensure that money is spent carefully. Through its strong links with the community, the school is sensitive to opinions outside the school and, through questionnaires, the school has sought the views of parents before implementing changes. The school is generously funded and although the unit cost per pupil is well above average, the headteacher, staff and governors use it well to create a stimulating, happy learning environment in which pupils make good progress, thus providing good value for money.

**Within a safe and secure environment the school successfully promotes positive attitudes and very high standards of behaviour and personal development.**

24. Parents commented about how much they appreciate the family atmosphere in the school. All staff know the children well and understand their individual needs. Security arrangements are well organised and properly implemented. Procedures for Child Protection are very good. First-aid arrangements are good and throughout the school many displays encourage health and safety. Guidance is displayed in the hall on moving equipment safely. Governors check matters of health and safety on a regular basis and the school is justly proud of its recent accreditation as a 'Safe School'. Pupils' progress is monitored carefully and the information gained is used well to inform planning for individuals. All pupils have personal targets that are reviewed regularly. Procedures for monitoring non-attendance are very good and have been very successful in raising levels of attendance since the previous inspection.
25. The school's provision for spiritual development is very good. In religious education lessons, pupils' personal development is fostered through activities that encourage them to consider their own stance to the attitudes, behaviour and values of others. For example, their written work shows respect for the customs, values and beliefs of other faiths. Assemblies are used well to promote pupils' spiritual and moral development. A candle and cross provide good focal points for the daily act of worship and music is used effectively to make this time special. Assembly themes, such as 'belonging to a community', and 'working together', contribute well to pupils' personal development. Teachers provide very good role models for pupils when they

join them to pray reverently. A sense of awe and wonder is generated through many lessons, for example, when pupils listen to a story, experiment with science apparatus, or explore number. Pupils are encouraged to appreciate the beauty and wonder of nature through the thoughtful improvement and use of the school's beautiful natural environment.

26. All adults provide excellent role models in their attitudes to the pupils and each other. Pupils' attitudes and behaviour are a major strength of the school. Pupils are polite, friendly and welcoming to visitors. They behave well in lessons, even when not directly supervised, and their good behaviour and positive attitudes contribute significantly to the good progress that they make in learning. Pupils are enthusiastic learners, they enjoy coming to school and show respect for the building and its resources. They clearly hold the teachers in high regard and work hard to achieve the high standards of work and behaviour set for them. Most pupils are independent learners and organise themselves well, for example in a games lesson, when they form groups of four, or pairs, quickly and sensibly, without delaying the progress of the lesson. Pupils work and play together amicably and there is no evidence of bullying. They respond well to opportunities to take responsibility and are prepared to think for themselves, for example when considering how they might improve their skills in a games lesson or choosing new books for the class library.
27. Pupils with behavioural problems are supported well through individual education plans, of which all staff are aware, and policies on bullying and inappropriate behaviour are implemented well. Parents are particularly pleased with pupils' behaviour out of school, for example on school visits, when others remark upon such good behaviour.
28. Pupils' moral and social development are very strong features of the school. Pupils are encouraged to think deeply about moral issues, for example in assemblies, when they are given opportunities to express their ideas about how they might help members of their community, and how they might show gratitude for the things that others do for them. In lessons, even the youngest pupils are expected to consider the consequences of their actions on others, and to care about each other's feelings. For example, four-year-old children in the reception class are taught such phrases as, 'Excuse me Ryan, would you mind moving please because I can't see', when the children are reading the 'Big Book'. Older pupils respond well to the need to care for the youngest children, particularly in the school playground, where there is currently no designated safe play area for the younger ones. Through the school's efforts for charities, pupils are encouraged to consider the needs of those less fortunate than themselves.
29. A very good range of out of school sporting opportunities contributes well to pupils' social development. These include football, netball and mixed rugby. The school's successes in such events include an award for their good sportsmanship. The school celebrates pupils' good work and behaviour well, through praise, stickers, and special award assemblies. Although pupils do not keep permanent records of their personal achievements, press cuttings and other evidence of pupils' successes are posted up on displays around the school.
30. The school's provision for pupils with special educational needs is good. The special needs coordinator is personally aware of the needs of individual pupils and there are similarly high levels of awareness by staff throughout the school. Individual education plans that contain specific, achievable goals are reviewed at least termly and discussed with parents and pupils. The school works effectively with outside agencies, when more specialist support is needed. For example, children from travellers' families receive extra support from a local education advisory teacher.

### **Provision for physical educational education and after school activities is very good.**

31. The previous inspection report found that attainment in physical education by pupils in both key stages was above national expectations. These high standards have been maintained. Although only one lesson was observed, inspection evidence indicates that the quality of teaching for physical education is very good. Governors, staff, parents and pupils are particularly proud of the school's sporting achievements and pupils enjoy their lessons very

much. They describe their teachers as 'sporty' and speak highly of the quality of coaching they receive. The school timetable gives due regard to government recommendations relating to time allocation for physical education, which is split between games, gymnastic dance, swimming and athletics. A good range of after-school activities provides further opportunities for pupils to develop their physical and social skills. The school's successes in sporting events include an award for their good sportsmanship.

32. The one lesson observed was conducted at an excellent pace, giving pupils ample time to practise their newly-learned skills. Direct teaching of skills was very good, showing a high level of knowledge and expertise. Notwithstanding the brisk pace of the lesson, the teacher made time to encourage the least confident pupils and enable them to succeed. In the very good lesson observed, pupils were encouraged to think for themselves, for example when they discussed how they could improve their skills.
33. The female teachers provide excellent role models to discourage stereotyping. Contact sports, such as rugby, are taught expertly and the school fields mixed-gender teams in inter-school competitions. Despite the small size of the school, there are first and second teams in both netball and football, thereby introducing some of the younger pupils in Key Stage 2 to competition. All teachers have undertaken professional training, to improve their expertise, for example, through a coaching course with the Football Association.
34. Links with industry are successful in enhancing the pupils' sporting experiences. For example, a 'Top Play and Sport Initiative', for pupils aged 4 to 11, nurtures the early enthusiasm of young children and teaches essential sporting skills. In addition, representatives from local cricket, football and rugby clubs provide occasional coaching for upper juniors. The pupils' interest in sport is further encouraged through information and communication technology, for example, when using the Internet to follow progress in the Olympic Games.
35. All of the juniors attend swimming lessons, with many achieving distance, water skills and personal survival badges. All the pupils who were in Year 6 last year passed the National Curriculum swimming awards by the end of the key stage.
36. Music is a further strength of the school and standards have been maintained since the previous inspection. Pupils sing sweetly with a very good sense of pitch, even when unaccompanied. Every pupil in the school learns to play the recorder and pupils in Key Stage 2 are beginning to use formal notation when singing from a score or playing tuned and untuned instruments.
37. All pupils benefit greatly from being taught by a specialist teacher. They enjoy their lessons and respond well to the challenges set for them, such as singing two and three part songs. Opportunities are found for pupils to respond to music in assemblies and through dance, for example, when they perform an African-Caribbean dance at a local schools' dance festival. In further links with local schools, pupils sing before a large audience before learning a new song to sing in a 250-strong choir. End-of-term musical productions involve every pupil in the school. Parents and governors describe the most recent as, 'brilliant'.

#### **The school's partnership with parents is very good.**

38. The school values its strong relationship with parents and is committed to encouraging parents as partners in their children's education. Links have been strengthened since the previous inspection.
39. Parental help and involvement is encouraged from the moment children start in the reception class. Parents have a high regard for the commitment and care provided by the headteacher and her staff. They find it easy to approach the school with questions or problems and are made to feel welcome. Staff make themselves readily available and parents' concerns are listened to and positive action is taken.



40. The quality of information provided to parents about the school and its work is very good. The prospectus provides good administrative and welfare information. The governors' report to parents is attractive and includes interesting and informative contributions from all of the teachers. Staff have run a workshop for parents to explain how mathematics is taught in the school. Letters are sent regularly to keep parents informed of events, trips and health and welfare matters. Annual reports are very detailed, particularly at the upper end of Key Stage 2, and provide parents with a clear picture of their children's progress, together with a useful record of their personal development. Parents of children with special educational needs are kept fully informed about their progress. They are regularly invited to attend meetings to review targets and education plans.
41. Homework makes a significant contribution to pupils' progress and parents are encouraged to help with reading and to contribute to topic work by bringing in artefacts and information. Where parents help in school and at home, standards improve. For example, the most fluent reader in Year 6 described how her good reading habits began with sharing books with her parents. Concerts and performances are well attended. An active parents' and friends' association is very successful in raising funds for a wide range of 'extras' that include transport for educational visits, and classroom and computer equipment.

## **WHAT COULD BE IMPROVED**

### **The achievement of pupils in Year 1 in the mixed-age, mixed-ability Key Stage 1 class.**

42. In order to improve standards further, the school needs to consider how it will manage the unusually diverse ability range in the mixed-age, mixed-ability Key Stage 1 class. The pupils currently in Year 2 have made good progress, and most of them are already achieving national expectations for the end of the key stage. However, pupils in Year 1 entered the mixed Key Stage 1 class with well below average attainment. A large proportion of this group is on the school's special needs register and only two have reached the required standard in reading and writing. All of the pupils in Year 1 in this mixed-age, mixed-ability class, have not yet reached their sixth birthday, and have, technically, not yet completed the newly-introduced Foundation Stage curriculum. This situation presents an area of concern for the school and will need to be addressed in terms of continuing to challenge and stretch the able pupils in Year 2, whilst providing an appropriate curriculum for the younger pupils in the class who will need a high level of support.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

43. To improve the quality of education and raise standards further, the governors, headteacher and staff should:
  - introduce measures to enable pupils in Year 1, in the mixed-age, mixed-ability Key Stage 1 class, to make better progress, whilst ensuring that pupils in Year 2 of above average ability remain appropriately challenged, (*paragraph 42*).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	6	3			

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		94
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		23

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.1
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
	1999	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	2	2	3
	Total	8	9	10
Percentage of pupils at NC level 2 or above	School	68 (100)	75 (100)	83 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	5	6
	Girls	2	3	3
	Total	8	8	9
Percentage of pupils at NC level 2 or above	School	67 (100)	67 (100)	75 (100)
	National	82 (81)	86 (85)	87 (86)

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
	1999	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	6	6	5
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	87 (64)	87 (57)	87 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	6	6	6
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	80 (64)	80 (64)	87 (79)
	National	68 (65)	69 (65)	75 (72)

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	0
Bangladeshi	0
Chinese	0
White	94
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)	4.6
Number of pupils per qualified teacher	20
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	12

### **Financial information**

Financial year	1999/00
	£
Total income	183,524
Total expenditure	187,956
Expenditure per pupil	2,136
Balance brought forward from previous year	23,633
Balance carried forward to next year	19,201

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	50
Percentage of questionnaires returned	58

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	2	0	2
My child is making good progress in school.	76	20	4	0	0
Behaviour in the school is good.	70	28	2	0	0
My child gets the right amount of work to do at home.	38	56	6	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	68	30	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	70	26	4	0	0
The school is well led and managed.	76	22	0	0	2
The school is helping my child become mature and responsible.	74	20	4	0	2
The school provides an interesting range of activities outside lessons.	74	26	0	0	0