

INSPECTION REPORT

SNITTERFIELD PRIMARY SCHOOL

Snitterfield, Stratford-upon-Avon

LEA area: Warwickshire

Unique reference number: 125521

Headteacher: Mrs D Thompson

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 4th - 5th December 2000

Inspection number: 224590

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Road
Snitterfield
Stratford-upon-Avon
Warwickshire

Postcode: CV37 0JL

Telephone number: 01789 731301

Appropriate authority: The Governing Body

Name of chair of governors: Mr N Beishon

Date of previous inspection: June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Snitterfield, close to Stratford-upon-Avon. It caters for pupils between the ages of four and eleven and there are currently sixty five pupils on roll, most of whom come from the local area. All pupils are of white ethnicity and no pupil has English as an additional language. Only one pupil is known to be eligible for free school meals, representing 1.5% of the school population. This is well below the national average. Fifteen pupils have special educational needs, including two pupils who have statements. The percentage of pupils on the special educational needs register is 23% and is about average. The attainment of pupils when they start school is mixed and spans the full ability range.

HOW GOOD THE SCHOOL IS

The school is very effective, and provides a very good quality of education for pupils of all ages and abilities. Standards in English, mathematics and science are above average across the school, and pupils make good progress. Teaching is a strength of the school, and in the lessons seen during the inspection was of a consistently very good standard in all classes. Pupils have very positive attitudes to learning, and their behaviour is excellent. The school is very well led and managed by the new headteacher, who enjoys the support of a hard-working and highly committed staff. The school gives very good value for money.

What the school does well

- Standards are above average in English, mathematics and science throughout the school and pupils of all ages and abilities make good progress.
- Teaching is very good and is a strength of the school.
- Pupils have very positive attitudes to school and to work which have a significant impact on the quality of their learning.
- The school is very well led and managed.
- The school very effectively promotes pupils' spiritual, moral, social and cultural development.

What could be improved

- The organisation and presentation of pupils' work could be improved further.
- More use could be made of information and communication technology to support pupils' work in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection four years ago, the school has made very good progress overall. Despite the disruption caused by the illness and subsequent retirement of the previous headteacher, almost all of the key issues identified in the previous inspection report have been fully addressed. Standards in information and communication technology have improved dramatically, and have been enhanced by the provision of a new information technology suite. Teachers' planning has been streamlined, and is now much more manageable than it was. The school has partly addressed the issue relating to the presentation of pupils' work, but the headteacher and staff recognise that there is still more work to be done. The school has worked very hard to improve its provision for pupils in the Foundation Stage, and provision for these pupils is now very good. There has been a programme of building work since the last inspection, resulting in a new classroom and library area, and these new facilities have had a

positive impact on the quality of pupils' learning. Staff have started to monitor teaching and learning by observing lessons, and by scrutinising teachers' planning and pupils' work. This programme of monitoring, although in the early stages of development, is enabling good practice to be identified and shared, and areas for improvement to be addressed. The headteacher, staff and Governing Body have a very clear vision for the school's future development, and the commitment and capability to continue to move the school forward.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	A	C	D	well above average A above average B average C below average D well below average E
Mathematics	C	B	D	D	
Science	C	A	C	D	

The table indicates that, on the basis of the end of Key Stage 2 test results for the year 2000, pupils' attainment was close to the national average in English and science, and below the national average in mathematics. In comparison with similar schools, pupils' performance is below average in English, mathematics and science. The test results for 2000 do not do the school justice, and are adversely affected by several factors. Of the thirteen pupils who were entered for tests, three had special educational needs, and one was absent. The test results vary from year to year depending on the composition of the particular groups of pupils entered, and because some of the groups are very small, the variations in the results sometimes seem more significant than they actually are.

The end of Key Stage 1 tests for 2000 in reading, writing and mathematics show that pupils' attainment is well above the national average in reading and writing and average in mathematics. In comparison with similar schools, the performance of Key Stage 1 pupils is above average in reading and writing but below average in mathematics. The Key Stage 1 results appear to have improved year upon year, but the results are a little misleading because of the small size of the cohorts entered for the tests.

The inspection findings indicate that standards in English, mathematics and science are above average at the end of both key stages, and that pupils of all ages and abilities achieve their full potential. Teachers treat pupils very much as individuals, and targets are set on the basis of the pupils' prior attainment. Pupils make good progress as they move through the school, and their progress is significantly enhanced by very good teaching and by their own positive attitudes to school and to work.

The Reception pupils, who are in the Foundation Stage, are on course to attain the early learning goals in each of the key areas of learning by the time they start Year 1. They make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages and abilities have very positive attitudes to work and to school. They are keen, enthusiastic and well motivated. Some pupils do not take enough care with the presentation of their written work.
Behaviour, in and out of classrooms	Excellent. Pupils are extremely well behaved and this contributes significantly to the quality of life in the school. Pupils demonstrate high levels of self-discipline.
Personal development and relationships	Relationships amongst pupils and between pupils and adults are excellent. Pupils are independent and show good levels of initiative. They are kind to one another and considerate of the needs of others.
Attendance	Good. Above average.

TEACHING AND LEARNING

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

In the lessons seen during the inspection the quality of teaching was outstanding. It was excellent in 33% of lessons and very good in 67% of lessons. Teachers are particularly skilful in promoting basic skills of literacy and numeracy and in teaching English, mathematics and science. Teachers fully meet the needs of all pupils, including those who have special educational needs and those who are high attainers. Teachers cope very well with the mixed age classes, and take great care to match work closely to the individual needs of pupils. Teachers are, without exception, hard-working, enthusiastic and committed, and this is communicated to the pupils who respond with positive attitudes and very high levels of motivation. Very good use is made of questions to probe pupils' understanding and to extend the thinking of the higher attaining pupils. Resources are used very well to enliven teaching and learning, and creativity is actively encouraged and celebrated. The teaching of the Reception pupils in the Foundation Stage is very good, and prepares them well for the next stage of their education. The quality of teaching is a significant strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich and varied curriculum which promotes basic skills of literacy and numeracy, and which also ensures that pupils develop their imaginations and creative talents through art, drama, music and dance. The curriculum for the Reception pupils in the Foundation Stage is very good and caters fully for their needs.
Provision for pupils with special educational needs	Very good. Pupils who have special educational needs are very well supported in class and make very good progress towards their targets. The provision for the pupils who have statements of special educational needs is excellent and they are fully integrated in the life and work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The provision for pupils' spiritual, moral, social and cultural development does much to enhance the quality of life in the school. Very good use is made of planned and incidental opportunities to raise pupils' awareness of social, moral and cultural issues, and a sense of spirituality pervades many activities. The school is in the process of devising and implementing a policy and programme of work for personal, social and health education which will enhance the provision even further.
How well the school cares for its pupils	The school takes great care of the pupils, and has very good procedures for ensuring their health, welfare and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The new headteacher has a very good grasp of the school's strengths and areas for development and enjoys the full support of the staff and Governing Body. There is a shared commitment to ensuring the best possible quality of education for the pupils.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its statutory obligations and is very supportive of the school and its work. Financial procedures are very well established and funds are well used to support educational development.
The school's evaluation of its performance	The headteacher and Governing Body work closely to monitor and evaluate the school's performance and to set realistic and achievable targets which will enable the school to continue to move forward.
The strategic use of resources	Very good. The school plans well for the future, and uses its resources prudently. The school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased that their children enjoy coming to school. • Parents think that the quality of teaching is good and recognise that this enables their children to make good progress. • Parents agree that pupils behave well in school, and that they have a good sense of what is right and wrong. • Most parents are pleased with the levels of information they receive from the school. • Parents appreciate the warm welcome they receive when they visit the school. • Parents agree that the school has high expectations of what the pupils can and should achieve. • Parents are generally pleased with the range of extra-curricular activities provided by the school. 	<ul style="list-style-type: none"> • A few parents would like more information about the curriculum and about homework. • A few parents are concerned about the number of teachers who work with Class 3.

Whilst the inspection findings fully endorse the parents' positive views of the school, they do not support the concerns of a few parents about the number of teachers working with Class 3. The new headteacher, who shares the teaching of this class with a part-time teacher, is sometimes unavoidably absent from school, attending meetings and courses. Under these circumstances, the school makes every effort to ensure continuity by asking the part-time classteacher to take on additional hours, and where this is not possible, employs supply teachers who are well known to the pupils. The school is keen to meet parents' requests for more information about the curriculum and homework, and already has plans in place to address this issue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science throughout the school and pupils of all ages and abilities make good progress.

1. The inspection findings indicate that standards in English, mathematics and science are above average at the end of both key stages, although the most recent National Curriculum Key Stage 2 test results do not paint such a good picture. Pupils' attainment on the basis of the end of key stage test results varies quite dramatically from year to year. This is because the groups of pupils entered for the tests are often very small, and the performance of one pupil can account for a high percentage of the total marks and make a significant difference to the average points score.
2. The results of the end of Key Stage 2 tests for 2000, indicate that pupils' attainment is close to the national average in English and science and below average in mathematics. In comparison with similar schools, based on the percentage of pupils entitled to free school meals, the pupils' performance is below average in all three subjects. This picture does not do justice to the school, and is the result of one of the thirteen pupils entered being absent for the tests, and a further three pupils having special educational needs. The end of Key Stage 1 tests for 2000 in reading, writing and mathematics show that pupils' attainment is well above the national average in reading and writing and average in mathematics. In comparison with similar schools, the performance of Key Stage 1 pupils is above average in reading and writing but below average in mathematics.
3. The inspection findings indicate that pupils throughout the school learn to read quickly, and have a good appreciation of books. From an early age they are encouraged to enjoy stories and to share books. Teachers are very effective in teaching early skills of reading, and younger pupils are very secure about sounding out words with which they are unfamiliar. By the end of Key Stage 1, most pupils read with fluency and good levels of understanding. Key Stage 2 pupils express preferences for authors and styles of books, and some of the highest attaining pupils are avid readers. They are confident when reading aloud and benefit from frequent opportunities to read their own work to their classmates. Throughout the school, pupils' good skills of reading enable them to find out information for themselves, and to follow written instructions in their work in other subjects.
4. Pupils' writing skills are well developed by the time they leave school at the end of Key Stage 2. Pupils of all ages write for a variety of purposes and for different audiences, using a range of styles. There are many good opportunities for pupils to write both factual and imaginative accounts. Pupils' written work is well structured, and shows an awareness of the basic rules of grammar and punctuation. Pupils make very good use of their writing skills in their work in other subjects, including science, history, geography and religious education. Pupils in both key stages benefit from very good teaching, especially in literacy sessions, where teachers focus on developing pupils' vocabulary, and encourage them to use adjectives and adverbs to enliven their work.
5. Pupils throughout the school have very good speaking and listening skills which help them in their work across the curriculum. They listen very carefully, and contribute extremely well to class and group discussions. Pupils of all ages articulate their ideas clearly and with very high levels of confidence. Older pupils in both key stages present persuasive arguments, and follow a reasoned thought process. The pupils benefit from

hearing their teachers use specialist vocabulary in subjects such as science, and quickly start using key words and phrases themselves. Opportunities for pupils to take part in drama activities, and to present their work to the rest of the class, help pupils to learn performance skills, such as projecting their voices, and speaking slowly and clearly.

6. Pupils' skills of numeracy are well established at the end of both key stages, and most pupils attain very good standards in this aspect of their mathematics work. From an early age pupils learn to become confident when handling numbers, and by the end of Key Stage 1, most have fast mental recall of number facts. They make accurate written calculations, and are starting to check their answers and to explain how they arrived at their answers. By the end of Key Stage 2, most pupils confidently and quickly solve mental number problems and are skilled at finding patterns in number which help them with their written work. They make good use of mathematical vocabulary when explaining their ideas, and use and apply their knowledge well in their work in other subjects. Pupils in both key stages have a good appreciation of aspects of shape, space and measure, and teachers are skilled at ensuring that some number tasks involve pupils in practising using measurements of length, weight and capacity, and in dealing with money and units of time. Standards in mathematics are improving throughout the school, partly as the result of the introduction of the National Numeracy Strategy, and partly because of the influence of the new mathematics co-ordinator.
7. In science, pupils of all ages demonstrate good investigative skills. They carry out a good number of experiments and open-ended investigations which enable them to pursue their own lines of enquiry. Pupils have a very secure scientific knowledge which they successfully use in different contexts and their recall of what they have learned is good. Pupils are methodical in their science work, and approach all tasks with good levels of interest and enthusiasm. They are keen to find things out for themselves, and to share their findings with others. The teaching of science is good, and ensures that pupils have a broad knowledge and understanding which is reinforced by many opportunities for investigative and experimental work.
8. The school is keen to promote and maintain high standards, and is also very committed to ensuring that pupils of all ages and abilities reach their full potential. Higher attaining pupils are fully challenged in class, and are encouraged to achieve their best. Pupils who are experiencing temporary difficulties with their learning are identified by their teachers, and attend 'leg-up' sessions led by classroom assistants. These sessions take place four times per week and last for twenty minutes per session. The classroom assistants work with small groups of pupils, giving them individual support and attention. The pupils who attend 'leg-up' sessions are very enthusiastic, and benefit greatly from this additional support.
9. The good standards achieved by pupils are the result of very good teaching, good coverage of the curriculum, and the pupils' own positive attitudes to learning.

Teaching is very good and is a strength of the school.

10. During the inspection, the quality of teaching was outstanding. It was excellent in 33% of lessons seen, and very good in the remaining 66% of lessons. Teaching has improved overall since the last inspection.
11. Teachers enjoy their work and are very enthusiastic, hard-working and committed. They enthuse the pupils and help them to derive pleasure from their learning. Teachers try hard to involve pupils in lessons, and value their contributions to class discussions, which makes the pupils feel confident, and encourages them to ask questions, offer

ideas, and present their opinions. Teachers celebrate originality of thought, and pupils are not diffident about presenting a different view from their classmates, or suggesting a completely novel way of doing something.

12. In all classes, teachers make very good use of questions to cater for the wide variety of ages and abilities. They use questions well to extend the thinking of the higher attaining pupils and to support those who have difficulties. Open-ended questions give full rein to pupils' imaginations and provoke interesting and original responses. In class discussions, questions are often used as prompts to find out what pupils already know, and to remind them of their previous learning.
13. Lessons are well planned, and teachers explain what the main aims of the lesson are, enabling pupils to know what is expected of them. They have high expectations of academic achievement and behaviour, to which the pupils respond positively. Activities are often exciting and stimulating, and resources are extremely well used to captivate and maintain the pupils' attention and interest, and to enhance their learning. For example, in the Reception/Year 1 class there is currently a very attractive display of Victorian artefacts, including a washing dolly, tub and wringer, which the pupils have used. This first-hand experience has given them tremendous insight into an aspect of Victorian life, and has deepened their historical understanding.
14. One of the main strengths of teaching is the way in which teachers cater for the different ages and level of ability within their classes. This is extremely effective in all classes, but particularly so in the Reception/Year 1 class where the classteacher ensures that the Reception pupils, who are in the Foundation Stage, receive a completely different range of experiences from the Year 1 pupils, who are in Key Stage 1. In the other two classes, teachers often use the same starting point for the pupils, but subsequently set work that is at different levels, or plan open-ended tasks, such as mathematics investigations or problem-solving activities, which allow pupils to work at their optimum level. Teachers cater especially well for the pupils who have special educational needs, and very readily accommodate those pupils who have statements of special educational needs, ensuring that they are fully integrated into all aspects of the school's life and work.
15. The teaching of literacy and numeracy throughout the school is consistently very good. Pupils have many valuable opportunities to use and practise literacy and numeracy in English and mathematics lessons especially, and in other subjects. In addition, teachers are keen to ensure that pupils receive a broad and enriched curriculum, and provide many exciting opportunities for pupils to take part in art, music, dance and drama activities which effectively promote creativity.
16. Teachers make very effective use of a wide range of organisational strategies and successfully combine whole-class, small-group and individual teaching. Whole class sessions are used well to give explanations, share ideas, and draw threads together at the end of a lesson. Pupils are encouraged to work collaboratively in small groups, and this gives them valuable opportunities to develop a range of important social skills. Pupils learn to share resources, and to listen to and value the ideas of others. When pupils are working in small groups, teachers intervene only when necessary, encouraging the pupils to make the necessary choices and decisions about their work.
17. Classroom assistants are used extremely well to support the learning of individual pupils and small groups of pupils, and their contribution in the classroom has a very positive impact on pupils' learning. They work closely with classteachers, and are fully briefed about their role and their specific involvement in the day's activities. The support assistants who are employed specifically to work with the pupils who have statements of

special educational needs fully meet the needs of the pupils, and enable them to take a full and active part in all activities.

18. The very good quality of teaching has a significant and positive impact on pupils' learning and progress, and is a strength of the school.

Pupils have very positive attitudes to school and to work which have a significant impact on the quality of their learning.

19. The Reception pupils have very high levels of confidence and interest. They are fully conversant with the routines of the school, and respond very well to their teacher's high expectations of achievement and behaviour. They are keen to come into school at the start of the session, and quickly settle down to their work. Most pupils have good speaking and listening skills, which enable them to take a very active role in class discussions, sharing their ideas, and asking questions. Nearly all pupils have very high levels of concentration, and many of the pupils work on the same task for surprisingly long periods of time. The Reception pupils are without exception very independent. They confidently make choices and decisions when selecting and using resources, and show very good levels of imagination in their work. For example, in the 'opticians' role play area, the pupils take the roles of receptionist and optometrist seriously, making appointments and diagnoses with confidence and a good sense of humour.
20. Key Stage 1 and Key Stage 2 pupils have very positive attitudes to school and to work. They approach all activities with exceptional levels of enthusiasm and excitement, and are keen to take an active role in class discussions and group work. Pupils demonstrate very good levels of perseverance and concentration and enjoy the challenge of problem-solving activities which require them to use their imaginations, and to use and apply their previous knowledge and understanding. The vast majority of pupils have high levels of confidence, and willingly volunteer to share their work with their classmates. Pupils listen well and with genuine interest to the contributions of others, often asking questions or seeking further information.
21. The vast majority of Key Stage 1 and Key Stage 2 pupils show very good levels of creativity in their work, and high levels of independence. They are skilled in carrying out research and in collecting, collating and recording information. During the inspection, for example, Key Stage 2 pupils made presentations they had prepared themselves, about a chosen aspect of the Hindu faith. Pupils particularly enjoy taking an active role in lessons and other activities, such as in a Key Stage 2 science lesson, where pupils were asked to demonstrate vibrations using tuning forks, drums and glasses of water, and in an assembly, where one pupil read out and enacted a story. Pupils are always highly motivated and keen to do their best, and thoroughly enjoy their learning.
22. Behaviour throughout the school is excellent. Pupils of all ages show good observance of the school's few rules, and treat each other with high levels of respect and tolerance. Pupils are kind and thoughtful, and relationships are excellent. The pupils' very positive attitudes to school, work and play, contribute significantly to the high standards they achieve, and the overall quality of life in the school.

The school is very well led and managed.

23. The leadership of the new headteacher is very good, and she successfully combines her managerial duties with a significant teaching commitment. Since her appointment less

than one year ago, she has made a thorough evaluation of the school's needs, and has accurately identified the strengths and relative weaknesses in the school's provision. The headteacher enjoys the full support of a well established staff, and the Governing Body, all of whom share the same vision for the school's future development.

24. Systems for monitoring and evaluating teaching are in the early stages of development, but are already starting to provide a useful measure of pupils' progress and attainment. Subject co-ordinators monitor colleagues' planning, and the literacy co-ordinator has started to monitor literacy through the observation of lessons and the scrutiny of pupils' work. Time has been set aside in the near future for the mathematics and science co-ordinators to follow a similar programme of monitoring, in order to share good practice and identify areas for development. The headteacher, staff and governors make good use of the results of end of key stage National Curriculum tests, and other standardised tests, to evaluate the school's effectiveness, and to set targets for school development. The school takes full account of the progress pupils make within and between key stages when setting targets, and uses 'value added' information effectively as an indicator of progress.
25. The Governing Body is fully involved in the strategic management of the school and plays an active and supportive role in its life and work. Good use is made of the school's resources to support educational development, and specific funding is appropriately spent. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely. The monitoring and control of the school's finances are very effective, and the Governing Body plans well in advance to ensure that unavoidable fluctuations in pupil numbers do not have an adverse effect on staffing levels.
26. The school provides a very good quality of education for all pupils, and offers a good range of additional experiences, such as visits and extra-curricular activities, which effectively enhance the basic curriculum provision. The school's equal opportunities policy is consistently promoted, and all pupils have full and equal access to the life and work of the school. Provision for pupils who have special educational needs is very good, and enables them to make very good progress towards the targets in their individual education plans. The school has responded well to recent changes in the curriculum, and is in the process of devising a policy for personal, social and health education, and an accompanying programme of work.
27. The ethos in the school is excellent. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly, and there are justifiably high levels of parental satisfaction. The school is giving very good value for money.

The school is very effective in the way in which it promotes pupils' spiritual, moral, social and cultural development.

28. The provision for pupils' spiritual, moral, social and cultural development is excellent and does much to enhance the quality of life in the school.
29. Assemblies and collective acts of worship are important occasions which successfully reinforce the notion of the school as a family, and do much to promote pupils' spiritual, moral, social and cultural development. During acts of worship, pupils are encouraged to reflect upon aspects of their own lives, and to understand prayer as a means of

communication. Visiting speakers from local churches make a valuable contribution to acts of worship, and promote spirituality by helping the pupils to consider their own beliefs and those of others. Stories are used very effectively in assemblies to draw pupils' attention to moral and social issues, and to provide a focus for further discussion. For example, during the inspection, older Key Stage 2 pupils reflected upon the message of the story of the 'Emperor's New Clothes', and their discussion led them to conclude the need for telling the truth, and for not blindly following the lead of others.

30. Incidental opportunities for promoting pupils' spiritual development are used extremely well by teachers, and during the inspection there were many occasions of spirituality which occurred spontaneously, often as the result of pupils' kindness to others, or through their response to music or a story. In a dance lesson, where pupils were asked to respond to a tranquil piece of African music, many of the pupils became totally absorbed, and their interpretation of the music was awe-inspiring. Pupils of all ages are very confident about exploring their feelings and sharing them with others, safe in the knowledge that their views will be respected.
31. Pupils' social development is actively promoted throughout the day. Pupils are encouraged to work co-operatively, and can be trusted to work in small groups and pairs, away from the direct supervision of their teachers. Pupils relate extremely well to one another, and are keen to celebrate the successes and achievements of others. It is not unusual for pupils to break into spontaneous applause when their classmates make a significant step forward in their learning, or when they make a particularly impressive presentation of their work. Pupils of all ages are very kind and caring, and many instances were seen during the inspection of pupils helping one another. Pupils are polite and considerate, and apologise if they are in the wrong. They relate very well to the many adults with whom they come into daily contact and are quietly confident when asked to discuss their work. The many opportunities for pupils to make choices and decisions about their learning, and for them to take part in extra-curricular activities, have a significant impact on their social development, and help them to become confident and assured.
32. Pupils throughout the school have a very good sense of morality which is constantly underpinned by their classwork. Pupils understand the difference between right and wrong, and older pupils tackle difficult moral dilemmas, such as the morality of war, and the destruction of rainforests, with confidence and logic. Drama is used effectively as a means of introducing pupils to moral situations. For example, in a lesson seen during the inspection, pupils enacting situations based on the story of 'Goldilocks and the Three Bears', considered whether Goldilocks would tell lies. This issue provoked a great deal of useful discussion about whether there were occasions when it would be best not to tell the truth.
33. The provision for pupils' cultural development is excellent. The school recognises that most pupils come to school with little experience of cultures and traditions other than their own, and is working hard to increase pupils' knowledge and understanding, and to ensure that they are able to take their place in a multi-cultural society. The school is currently involved in a project led by members of the Inter Cultural Support Services, which is raising pupils' awareness of the African culture through a programme of activities linked to music, drama, dance, art, geography and religious education. The culmination of the pupils' work is a production of African music and dance, using batik backdrops, based on African designs, colours and patterns, which have been made by the pupils. The project leaders have been instrumental in helping the pupils to gain insight into the Hindu and Sikh faiths, and the school has supplemented this work with visits to local Hindu and Sikh temples. Through these many very good first-hand experiences, pupils of all ages have a very good knowledge and understanding of the Hinduism and

Sikhism, and older pupils have gained an awareness of the similarities and differences between these faiths and Christianity. The work linked to the African project has been invaluable in showing the pupils that cultures which may not be rich in terms of monetary wealth, are rich in terms of their music, dance and art. Although this project will come to an end in the near future, the school is committed to continuing to promote pupils' awareness of cultures other than their own, and has established links with a large inner-city school.

WHAT COULD BE IMPROVED

The organisation and presentation of pupils' work could be improved further.

34. There is currently no whole-school approach to the presentation and organisation of pupils' work, although this has been identified as an area for development by the headteacher and staff.
35. Most pupils have developed a pleasing joined handwriting style by Year 3, and some written work in both key stages is beautifully presented. However, not all pupils take as much care as they could with the presentation of their work. The collation of worksheets and individual pieces of paper into workbooks and files is not very effective, and does not always do justice to pupils' efforts. In the period between completion and compilation into a workbook, the individual pieces sometimes become disordered and creased.
36. Pupils do not always pay enough attention to detail, and work in both key stages is often not dated, or titled in a way that indicates to the reader the nature of the task. There are unfinished pieces of work in some pupils' books, and at present no time is set aside during the week for pupils to complete written tasks.

More use could be made of information and communication technology to support pupils' work in other subjects.

37. Pupils throughout the school have developed good computer skills, and are confident when carrying out set tasks. However, at present insufficient use is made of information and communication technology to support pupils' learning in other subjects. This has been identified by the school as an area for development.
38. There are long periods of time during the school day when classroom computers are inactive. This is partly because of a shortage of appropriate software, and partly because teachers do not yet have a well established system for ensuring that pupils use the computers throughout the day to support their ongoing work. Most pupils do not view computers as tools to help them with their work, or as a resource for research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) The headteacher, staff and Governing Body should improve the presentation and organisation of pupils' work by:-

- drawing up and implementing a whole-school policy to ensure a consistent approach to the organisation and presentation of pupils' work;
- ensuring that all work is dated and appropriately titled;
- setting targets that will encourage the pupils to take more pride in the presentation of their work;
- reducing the amount of loose paper that is used for recording;
- ensuring that pupils complete pieces of written work.

2) The headteacher, staff and Governing Body should ensure that pupils make more use of information and communication technology to support their learning in other subjects by:-

- increasing the range and improving the quality of software;
- ensuring that there are more frequent and regular opportunities for pupils to use computers to support their ongoing learning across the curriculum;
- highlighting in teachers' planning opportunities where pupils might use computers to support their learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
33	67	-	-	-	-	-

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)	N/A	65
Number of full-time pupils eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	13

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	15
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.9

Unauthorised absence

	%
School data	0
National comparative data	0.2

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

Key Stage 1 results for 2000 are not published as there were fewer than ten children in the year group.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	6
	Girls	6	3	6
	Total	10	8	12
Percentage of pupils at NC level 4 or above	School	77 (100)	62 (93)	92 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	7	7	7
	Total	11	12	12
Percentage of pupils at NC level 4 or above	School	84 (100)	92 (93)	92 (100)
	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	0
Bangladeshi	0
Chinese	0
White	53
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)	3.6
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	89

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	165455
Total expenditure	167408
Expenditure per pupil	2627
Balance brought forward from previous year	18375
Balance carried forward to next year	16422

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	46	44	2	2	6
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	38	48	12	0	2
The teaching is good.	60	32	4	0	4
I am kept well informed about how my child is getting on.	38	44	14	2	2
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	0	2
The school expects my child to work hard and achieve his or her best.	64	28	2	2	4
The school works closely with parents.	48	44	4	0	4
The school is well led and managed.	60	32	2	0	6
The school is helping my child become mature and responsible.	64	34	2	0	0
The school provides an interesting range of activities outside lessons.	60	32	2	2	4