

INSPECTION REPORT

THORNTON-IN CRAVEN COMMUNITY PRIMARY SCHOOL

Thornton-in-Craven. Skipton.

LEA area: North Yorkshire

Unique reference number: 121421

Headteacher: Mrs S Lewis

Reporting inspector: Mr. S. M. O'Toole
20891

Dates of inspection: 11th – 12th December 2000

Inspection number: 220646

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:	Cam Lane Thornton-in-Craven Skipton North Yorkshire
Postcode:	BD23 3SX
Telephone number:	01282 843381
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M MacIntyre
Date of previous inspection:	25 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thornton-in-Craven Primary School is located in Thornton-in-Craven, a village close to Skipton. The pupils come from a wide variety of backgrounds and their socio-economic backgrounds are average overall. There are a total of 79 boys and girls attending the school; the school is smaller than most other primary schools. Pupils are aged from four to eleven. They come from white ethnic backgrounds and no pupil has English as an additional language. Six pupils are entitled to free school meals a figure which is below average. The school has identified 13 pupils with special educational needs, a figure which is about average; one pupil has a statement of special educational need (average). The school's assessments of the children on admission show that they have levels of attainment which are below the local authority average but close to national standards.

HOW GOOD THE SCHOOL IS

This is an outstanding school. The pupils consistently achieve standards which are well above the national average in English and mathematics and very high in science. The school also achieves impressive results when compared with schools with similar intakes. The teaching is excellent and the challenge for all pupils is sharply focused so that they make rapid gains in their learning. The headteacher provides excellent and inspirational leadership and is supported very successfully by the staff and governors in managing the school. The school makes very effective use of the resources available and provides excellent value for money.

What the school does well

- Standards at the end of the infants and juniors are well above average in English and mathematics, and the pupils achieve very high standards in science.
- The teaching is of a consistently high standard and promotes very effective learning and exemplary attitudes and behaviour.
- The school benefits from excellent leadership and management by the headteacher, staff and governors.
- The school is a lively and interesting place where pupils benefit from a rich and stimulating curriculum.

What could be improved

- There are no issues for the school to address.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made excellent improvement since the previous inspection in April 1996. The high standards and quality of education have been maintained and the school has improved overall performance by increasing the proportion of pupils attaining higher levels in national tests. Standards at the end of the infants and juniors are higher in English, mathematics and science than reported in 1996. The issues identified in the previous report have been remedied successfully. Extensions to the building have added office accommodation and improved the teaching space. The relationship with parents has remained a constant strength and parents say that they feel privileged to send their children to the school. Teaching is now excellent overall. The governors have improved their involvement in strategic planning. The school is well placed to build upon its significant success.

STANDARDS

Given the pupils' average levels of attainment on admission to the school the results in national tests are impressive and very high overall. There are some fluctuations in results from year to year due to the small numbers of pupils taking the national tests and the proportion of pupils with special educational needs in each class. Average scores over the last four years show that standards are well above average. In the 2000 national tests at the end of the infants, standards in writing and mathematics are among the top five per cent of schools, as are those in science at the end of the juniors. In reading at the end of Year 2 and English and mathematics at the end of Year 6 standards are well above the national average. With the exception of English, which is above average, the school achieves well above standards when compared with similar schools. The school achieved its demanding and well-focused targets at the end of 2000 in English and mathematics and also increased the proportion of pupils attaining the higher level 5 in national tests. Pupils of all abilities are given much challenge and achieve excellently. This is particularly true of pupils with special educational needs who often attain average standards by the time they leave the school. Gifted and talented pupils are rigorously challenged and achieve very high standards. One of the school's most significant successes is the way in which pupils apply their reading and writing skills and knowledge to their work in other subjects such as history and science. Children in the reception class make a very good start to school and achieve levels in all of the areas of learning which are above those expected for their age by the time they start in Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils have exemplary attitudes taking a keen interest in all aspects of the school. They work hard and make significant efforts to do their best.
Behaviour, in and out of classrooms	Excellent. The pupils show much care and concern for others. Their exemplary behaviour is underpinned by their knowledge of right and wrong and genuine interest in others' well being
Personal development and relationships	Excellent. Pupils are given and respond to responsibility with enthusiasm. They take their position on the school's council very seriously and through mature attitudes contribute to the life and work of the school.
Attendance	Good. Attendance is above the national average. There are no unauthorised absences. The pupils love coming to school.

The youngest children make a very good start to their formal education and develop excellent attitudes and behaviour. They quickly become mature and sensible in their approach to work. Throughout the school, pupils' whole-hearted response contributes much to the purposeful atmosphere in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent.	Excellent.	Excellent.

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.

The teaching was excellent in half of the lessons seen and very good in the remainder. The most successful teaching is in numeracy and literacy. The teachers emphasise these skills very well. The pupils successfully apply what they have learned in subjects such as history by producing written work of high quality. English, mathematics and science are taught so effectively that the pupils attain high standards and they make very good progress. Pupils with special educational needs are taught very well, as the level and quality of support provided are excellent. The teachers make excellent use of assessment to provide challenge for all pupils at just the right level. They set targets which focus on guiding the pupils how to improve through building on their skills and understanding consistently. The teaching of children in the foundation stage (reception) is also of high calibre and classroom assistants provide excellent support. Other strengths in the teaching include extensive subject knowledge, assessment, match of work to the needs of every individual, the ability to inspire pupils to do their best and the exceptionally strong focus on challenging pupils of all abilities. The teachers take good account of the needs of the gifted and talented. Throughout the school, learning proceeds at a brisk and purposeful pace and the pupils are enthusiastic, hard-working and productive learners. They have a clear understanding of their own learning and how to improve. There are no weaknesses in teaching or learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school justifiably prides itself on the wealth of opportunities it provides to develop pupils' knowledge, skills and understanding in all areas of the curriculum
Provision for pupils with special educational needs	Excellent. The pupils benefit from well-focused support and guidance, much encouragement and high levels of expertise among support staff and teachers. Individual education plans are sharply focused and parents are involved extensively in supporting their children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school promotes very effectively all aspects of pupils' development. There are excellent opportunities to take responsibility and develop an understanding of citizenship through involvement in decision making. Strong moral values underpin the school's work.
How well the school cares for its pupils	Excellently. The care of pupils lies at the heart of the school's work and staff know their pupils well. They make excellent use of test results and observations to plan work and guide the pupils on how they might improve.

The curriculum meets statutory requirements. A particular strength in the provision is the way in which visits and visitors are used to inspire and enthuse pupils. Parents play a pivotal role in supporting the school and in helping their children with work at home, they assist in classrooms and by raise substantial funds to provide additional resources for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The school benefits from outstanding leadership by the headteacher who inspires her colleagues and provides clear educational direction. The staff are a very effective and dedicated team who share responsibility and are very involved in decision making.
How well the governors fulfil their responsibilities	Excellent. The governors have a very clear understanding of the school's work and through frequent visits, analysis of data and involvement in strategic planning contribute much to school development.
The school's evaluation of its performance	Excellent. The analysis of test data and focus on raising standards lies at the heart of the school's success. The headteacher and governors rigorously monitor teaching, learning and standards and set demanding targets for further improvement.
The strategic use of resources	Excellent. The school has secure financial controls and a robust and effective system of managing the budget to ensure that resources are used very well to maintain the high quality of education provided.

All aspects of the school are managed very well and the staff and governors are always looking for ways in which to improve. Governors take their responsibilities seriously and make the best possible use of available resources by measuring what they have spent against specific objectives. They have an acute understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and make good progress: • The good quality of the teaching: • The very capable leadership and management of the school: • The good behaviour and mature attitudes of the children: • Their involvement in the school: • The approachability of all staff. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

The parents' very positive views are justified fully by inspection evidence. The school provides several and sufficient extra-curricular activities. Pupils say they enjoy the activities and are particularly keen on the homework club which helps to prepare them for national tests.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the end of the infants and juniors are well above average and the pupils achieve very high standards in science.

The school consistently achieves impressive results in national tests at the end of the infants and juniors. Although there are minor fluctuations from year to year due to the small size of the cohorts and the proportion of the pupils with special educational needs in each year group, these fluctuations are not significant. There is very little difference between the performance of boys and girls in the national tests. This is due to effective teaching which takes account of the needs of every individual. For the past four years the school's performance in national tests has been at a level which is well above the national average. The rate of the school's improvement has kept pace with the national rising trend. At the end of the juniors pupils achieve standards in English and mathematics which are well above the national average. At the end of the infants the test results show that pupils achieve well above average standards in reading, and standards in mathematics and writing which are among the top five per cent of schools. Attainment in science is very high, being among the top five per cent of schools at the end of the juniors. Since the previous inspection there has been improvement in standards in English, mathematics and science. This has been the result of exceptional teaching, well-focused planning and the rigorous use of assessment to target improvement. These approaches have led to an increased proportion of pupils attaining the higher levels 3 and 5 at the end of the infants and juniors. When compared with schools with similar intakes the school achieves standards which are well above average in mathematics and science and above average in English. The slight variation between performance in English and mathematics, and science is due to the absence of pupils from the national tests at the end of Year 6 in the year 2000. Standards are much higher than could be expected given the pupils' average attainment on admission to the school.

Inspection evidence shows that standards in the current year are at least as high as in 2000 and that pupils are on course to achieve well above average standards in each of the subjects. The school has made excellent use of the national strategies for literacy and numeracy and adapted them very successfully for the different ages and abilities in each class. As a result, pupils make as much progress as possible. The school's high standards of writing are the result of extensive analysis of pupils' work and the thorough planning of tasks which are demanding for pupils of all abilities. The teachers make excellent use of the pupils' literacy skills in a wide range of subjects. The very effective teaching of sentence structure and the use of extended vocabulary mean that pupils' writing is imaginative, clear and well focused. The teachers spend much time discussing the pupils' written work with them, and provide excellent guidance through marking and target setting which helps the pupils to improve.

Teachers guide their pupils well in developing well above reading skills at the end of Years 2 and 6. Pupils read very well using expression and intonation to good effect. In assemblies they read aloud confidently and clearly engaging the listeners. Their reading skills are used very well in researching information and in gaining a range of views so that pupils can form their own opinions based on a wide range of facts. By the time they are seven, pupils read confidently from a wide range of texts, know how to build words from the sounds that they make and also establish meaning through the context of stories. The eleven-year-olds have a very good understanding of different styles of writing and reading. They express preferences for their favourite authors and books, discuss poetry in depth and are able to predict the outcome of stories with some accuracy. Pupils listen extremely well and show thoughtful consideration for others when they are speaking. Their speaking skills are well developed

through excellent opportunities to take part in drama, role-play and public speaking in assemblies. The pupils' speaking and listening skills are well above those expected for pupils aged seven and eleven.

Inspection evidence shows that standards in mathematics are well above average by the end of the infants and juniors. Pupils are particularly confident in using number and applying what they have learned to solving problems. They measure accurately and have a good knowledge of shape and space. Their work in handling data is very good and they use computers well to present information in charts and graphs. By the age of seven, pupils have a thorough understanding of numbers up to and sometimes beyond a hundred and use addition, subtraction, multiplication and division with growing competence. They recognise patterns in multiplication tables and have a good understanding of odd and even numbers. They are beginning to measure using centimetres and also estimate accurately. By the age of eleven, pupils have well advanced skills in mathematics. Their work on solving problems linked to simple algebra is of high standard. Pupils are able to use their extensive knowledge of number facts to solve complex problems which involve several operations. Due to very effective teaching and the consistent development of mathematical vocabulary, pupils gain an in depth understanding of strategies for solving problems. They explain these approaches very well giving reasoned arguments for their conclusions.

Standards in science are very high due to excellent coverage of each aspect of the subject and thorough teaching of scientific ideas and vocabulary. Pupils of all ages benefit much from the school's practical approach to teaching science which involves them in investigating and recording their findings in a scientific way. Pupils have, by the age of seven, a very good understanding of life and living things and make significant gains in their knowledge of materials and their properties. They begin to use words such as "insulation" and "condensation" correctly. By the end of Year 6, pupils' grasp of scientific processes is exceptionally good. It is a mark of the school's success in the teaching of science that about 70 per cent of pupils attain the higher level 5 in this subject. Pupils are able to predict with good accuracy the outcome of experiments and have a detailed and effective knowledge of how to make tests reliable. They understand the notion of variables in testing and this enables them to draw valid conclusions in their experiments.

Pupils of all abilities make very good progress. The school has effective systems to ensure that pupils with special educational needs are supported well. As a result, most of these pupils achieve the expected levels for their age by the time they leave the school. The average pupils achieve very well and this is due to the teachers' high expectations and the pupils' willingness to respond to demanding work. The more able and gifted and talented pupils benefit from incisive teaching. They make very good progress and, as a result, the current group of Year 6 pupils are on target to achieve at least the higher level 5 in national tests. The quality of their writing is of high standard and includes much of what might be expected from much older pupils. These successes are a tribute to a dedicated, talented and hard working team of teachers and support staff.

The teaching is of a consistently high standard and promotes very effective learning and exemplary attitudes and behaviour.

Teaching and learning are excellent. In the lessons seen, half of the teaching was excellent and the remainder was very good. The teaching of literacy and numeracy is particularly effective and results in high standards in English and mathematics. There are no weaknesses in the teaching, but many strengths. Teachers plan work thoroughly and effectively to ensure that lessons meet the needs of pupils of all abilities. The work of support staff is very effective. For example, staff working with pupils who have special educational needs make successful use of the pupils' individual education plans to ensure that learning is

productive. It is a mark of the school's success that most of the pupils identified as having special educational needs achieve at least average standards by the time they leave the school. This comes as a result of very focused teaching in developing pupils' competence and confidence in reading, writing and arithmetic. Their rigorous questioning of the pupils, linked to very supportive and accurate assessments of progress ensures that pupils know exactly what is expected of them and what the next step in their learning should be. Similarly, the teachers plan demanding work for the more able and gifted and talented pupils. In literacy lessons, these pupils are given additional challenges and the teachers encourage the imaginative and perceptive use of vocabulary. The teachers' high expectations ensure that even pupils as young as seven begin to use sophisticated terminology, correct punctuation and write in a way which engages the reader's attention. All of this is achieved because of the teachers' excellent knowledge of national strategies for literacy and numeracy and their deep understanding of the whole of the National Curriculum. As a result, pupils with special educational needs and those who are gifted and talented make significant gains in their learning. They are avid learners who strive hard to do their best. The pupils work productively and take immense pride in how they present their work.

In the lessons seen, teachers made very good use of a wide range of methods. Most lessons begin with a well-focused introduction in which previous learning is reviewed and any mistakes made are discussed sensitively and corrected. In this way the pupils understand their successes and they are spurred on to achieve even higher standards. Lesson objectives are made very clear. For example, in a mathematics lesson, in Years 5 and 6, the teacher practised several number operations, ensuring that the pupils had a clear understanding of what had been taught. She set demanding problems which were matched to the pupils' abilities and, as a result, pupils gained significantly in their ability to solve complex problems using a variety of strategies. During lessons, pupils remain focused on the tasks set and work hard to achieve their targets. The pupils are very willing to tackle any problem and maintain concentration for extended periods of time. In art they use a wide variety of skills and techniques including computer programs to produce intricate and effective observational paintings of cyclamen. In a literacy lesson in Year 2, the incisive intervention by the teacher kept the pupils on track and her very effective use of questions and sensitive suggestions ensured that the pupils made very good progress in describing the story of the Nativity. The youngest children make very good progress in early reading and writing development due to well-focused teaching. The reception teacher makes excellent use of imaginative stories which hold the children's attention. She carefully balances the use of original text from the story with the sentences made by the children to enhance their understanding of the main theme, characters and plot. These young children are then able to retell the story imaginatively and accurately. Due to the excellent support given by a classroom assistant the pupils produce their own books of the story using the computer effectively. During and towards the end of lessons, the teachers review with the pupils what has been learned. The pupils join in enthusiastically, sharing what they have written or found out. The teachers provide excellent opportunities for all pupils to contribute, and the pupils show much respect for and consideration of their friends' work. Good examples of writing are shared and act as effective models for pupils who lack confidence.

One of the most significant factors in raising levels of attainment has been the rigorous use of assessment to identify pupils' strengths and areas of development. Teachers focus very well on praising pupils for what they have done, but also guide them through marking and target setting on what they are to do next to improve. Each pupil has his or her own targets and these are linked very carefully to national levels of attainment. The pupils and their parents are well aware of these targets and have a good understanding of what has been achieved due to the excellent written reports on progress. Targets are reviewed very regularly and new ones set with the co-operation of the pupils. As a result, pupils have a very clear understanding of their own learning and take much encouragement as they can identify how

much they have improved. The teachers also use these targets when reporting to parents on the progress of their children. Parents say that they find this approach particularly helpful. In some instances the teachers set homework which is linked to the targets. For example, a few pupils who have difficulty with spelling were given particular words to learn so that they could achieve their goal.

Another strength in the teaching is the excellent relationship that teachers have with their pupils. The rapport between them makes for lively, interesting and challenging lessons in which pupils are able to express their opinions and feel that they are respected. The teachers manage behaviour very well and the pupils respond by being caring, supportive, polite and well behaved. There are no incidents of rough play or bullying and the pupils express much confidence and respect for their teachers who listen sensitively to them and provide excellent support and guidance. It is a tribute to the highly successful teaching and the staff's relationship with the pupils that behaviour throughout the school is exemplary and pupils develop attitudes to work which prepare them very effectively for the next stage in their education.

The school benefits from excellent leadership and management by the headteacher, staff and governors.

The school's excellent success in building upon the many strengths celebrated in the previous inspection report is due to outstanding leadership and management. The inspirational headteacher leads by example and receives significant support from all staff and governors. They combine to form a successful and hard working team who focus exceptionally well on the needs and aspirations of each pupil. There is rigour in seeking to raise standards even further. This is illustrated by the school's very effective approach to analysing its successes and areas for development and using the information to plan new programmes of study and to improve the quality of teaching and learning. This has been achieved through sharply focused monitoring of lessons and of pupils' work. It has led to challenging targets being set for the school's overall performance and also demanding targets for every pupil. The governors are very much involved in this process and have made excellent use of funds to support the school in its drive to raise standards. For example, the excellent provision for pupils with special educational needs is reviewed regularly, additional support of high quality is provided and the pupils' achievements are used as a measure by which governors judge how well the resources have been used.

The headteacher, staff and governors have clear vision and determination and have a strategic and well-focused plan which centres upon raising standards and improving the quality of education. The governors regularly check on the progress being made in implementing new initiatives and the headteacher and staff are held to account for their actions. This is done in a spirit of co-operation and encouragement which inspires confidence in all concerned. It is a tribute to the effective management of the school and the successful systems that are in place to ensure consistency in developing pupils' skills, knowledge and understanding that even through times of staff absence or change the pupils continue to make very good progress.

The governors work closely with the headteacher in preparing a budget. The budget is linked carefully to the school's strategic plans and there are robust financial controls and very successful school administration to ensure that funds are used wisely and in the best interest of the pupils. The school has built up a surplus of funds over the last few years with the specific intent of improving accommodation. Fortunately, the local authority has provided sufficient funds for the school to improve its accommodation and teaching spaces. The governors now have well advanced plans to use some of this money to improve the outdoor play area for the pupils and also to maintain current staffing levels through a time when the

school's numbers are likely to dip. Prudent and very focused spending plans over a long period of time have ensured that the school has good resources for the teaching of the subjects and has developed a good library. In addition, governors have ensured that the school has sufficient computers for the pupils to develop their skills in information and communication technology. Monitoring by governors on their regular visits to the school ensures that all of these resources are used efficiently and well. The governors take their responsibilities seriously and are particularly keen to ensure that the best possible value is obtained for supplies and services. They regularly review contracts and tender for expensive items, complying fully with local authority guidance. The much-improved accommodation has been of great benefit to the pupils. Despite the lack of a hall for assemblies and physical education, the school successfully uses its accommodation and outdoor play area to ensure that pupils have good opportunities to take part in physical activities. Although a classroom is used for assemblies, the pupils are very well trained in moving furniture sensibly, safely and quickly so that there is no slippage of time.

Other strengths in the leadership and management of the school are the effective delegation of responsibility to the teaching staff for the subjects. The teachers share this responsibility for planning, monitoring and developing subjects and as a committed and dedicated team listen to advice, implement new initiatives and take effective action to maintain the high quality of education provided by the school. The headteacher monitors teaching regularly and governors are involved in assessing the school's implementation of national strategies and guidelines. Staff have high levels of expertise and experience and this makes the school an ideal provider for initial teacher training. The teachers keenly attend additional training and share this newly acquired knowledge with their colleagues. Training initiatives are linked to the school's priorities. Subject leaders are involved in developing the school's long-term plan, and play a pivotal role in ensuring that the subjects are reviewed regularly in the light of national guidelines.

In view of the pupils' average attainment on admission to the school, the well above average standards they attain by the time they are eleven, the high quality of teaching and learning and the very effective leadership and management, the school provides excellent value for money.

The school is a lively and interesting place where pupils benefit from a rich and stimulating curriculum.

The school has an excellent curriculum which provides interesting, challenging and stimulating opportunities for pupils to learn. All subjects of the National Curriculum and religious education are taught, and the school's thorough planning and careful match of work for pupils of all abilities ensures that they make very good progress in their academic, personal and social development. The pupils talk excitedly about the opportunities they have to study. The teachers make subjects come alive by using the expertise of a wide range of visitors and practical opportunities provided through extensive visits to places of national and local interest. The curriculum stimulates pupils' interest and enables them to develop effective learning skills; it contributes excellently to their spiritual, moral, social and cultural development. As a result, pupils become mature and have exceptional personal and social skills for their age.

In assemblies, staff celebrate pupils' achievement. The pupils respond with appreciation and enthusiasm. The staff highlight academic and social achievement and focus exceptionally well on the needs of every individual. Their commitment to providing equal opportunities for all is commendable. This is seen particularly well in the provision made through the curriculum for pupils with special educational needs and those who are gifted and talented. Planning for the subjects is very thorough; the teachers' use of a wide range of practical experiences fires

pupils' imaginations. A particular strength in the curriculum is the way in which teachers encourage the pupils to use their reading and writing skills to research information and to write detailed and imaginative passages in history, geography, science and religious education. Similarly, the very effective use of the National Numeracy Strategy and sharply focused teaching of mathematics, enable pupils to apply their numeracy skills well in solving problems and in their work in design and technology, science and geography. The school also provides very good opportunities for pupils to take part in creative activities. The high quality of music teaching and the opportunities for pupils to learn musical instruments, to perform in the orchestra and to sing to a wide range of audiences contribute much to pupils' confidence and appreciation of cultural traditions. Similarly, there are extensive opportunities for pupils to learn a variety of techniques and skills in art and design. The staff display the pupils' work very effectively and these displays contribute much to creating an attractive and stimulating learning environment.

WHAT COULD BE IMPROVED

There are no issues for the school to remedy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In view of the school's excellent achievement, the high quality of teaching and leadership and management, which promote the highest quality of education, there are no issues for further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

8

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
50	50	0	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	79
Number of full-time pupils eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	69
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)	3.4
Number of pupils per qualified teacher	22.3
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	54

Financial information

Financial year	1999/2000
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	£
Total income	177,130
Total expenditure	181,692
Expenditure per pupil	2,243
Balance brought forward from previous year	21,525

FTE means full-time equivalent.

Balance carried forward to next year	16,963
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Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	69	28	0	0	3
My child gets the right amount of work to do at home.	52	41	7	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	41	55	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	97	3	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	48	38	10	0	3
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	34	41	7	0	17

Other issues raised by parents

Parents strongly supported the work of the school and expressed much confidence in all staff. Many expressed the opinion that they felt privileged that their children attended the school.