

INSPECTION REPORT

TORRE C OF E AIDED PRIMARY SCHOOL

Torre, Torquay

LEA area: Torbay

Unique reference number: 113475

Headteacher: Mr N Fry

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 6-7 November 2000

Inspection number: 225036

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Barton Road
Torquay
Devon

Postcode: TQ1 4DN

Telephone number: 01803 324007

Fax number: 01803 322171

Appropriate authority: The governing body

Name of chair of governors: Mr M Cavanna

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Baxter, 25217	Registered inspector
Leigh Barclay, 9789	Lay inspector
Stephanie Matthews, 13122	Team inspector

The inspection contractor was:

Quality Assurance Associates Ltd.
Herringston Barn
Herringston
Dorchester, Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Improved effectiveness in the future direction of the school	
Cultivates an outstandingly warm and welcoming ethos	
Good teaching, excellent assessment and purposeful curriculum	
WHAT COULD BE IMPROVED	14
The spiritual and wider cultural development of pupils	
Secure and equipped outdoor area for under-fives	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England aided co-educational primary school is average in size and caters for the needs of pupils aged between four and eleven years. It has 217 full-time pupils, of whom 124 are boys and 93 are girls. Most of the pupils come from the local parish but sizeable proportions come from a wider area. Pupils come from a varied, but generally below average, socio-economic background. At present there are 33 pupils with special educational needs attending the school, which represents a proportion below that found nationally. Two pupils come from homes where English is an additional language or from ethnic minority backgrounds, a proportion that is slightly higher than in most schools. Approximately 26 per cent of the pupils are registered as eligible for free school meals and this is above the national average. Taken together, the attainments of the children on entry reflect a very wide range of prior attainments and are broadly similar to those found nationally. However, there are significant variations in the levels of pupils' attainments, in different year groups across the school and from year to year on entry and these have an impact on the overall standard they achieve as they leave the school.

HOW GOOD THE SCHOOL IS

Torre is a good school with significant strengths, not least the outstanding leadership of the experienced headteacher. By carefully assessing and evaluating the pupils' progress staff have been most successful in recent years in meeting the needs of pupils with far ranging educational needs. The school has established an excellent ethos which matches care and achievement and underpins the pupils' good progress. The school provides good value for money.

What the school does well

- Under the guidance of an excellent headteacher, the governors and staff have established very effective mechanisms to plot the future direction of the school.
- The headteacher, with the support of governors, staff and parents cultivates an outstandingly warm and welcoming ethos that promotes the pupils' very positive attitudes and strongly encourages successful learning.
- The good teaching, supported by excellent assessment of the pupils' work and by a very purposefully planned curriculum, is a strength across the school which helps all pupils, across the range of prior attainments, to make good progress, especially in literacy, numeracy and science.

What could be improved

- The spiritual and wider cultural development of the pupils have been improved, but the pupils are still insufficiently prepared for life in Britain's multi-cultural society and do not experience sufficient spirituality in their day-to-day learning.
- The school lacks a fully secure and appropriately equipped outdoor area to provide opportunities for children under five to learn through independent physical activity.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Torre was judged to be a good school at the time of the last inspection in 1996. Since then the school has continued to perform well by nurturing a successful commitment to effective teaching and learning and by purposefully implementing national literacy and numeracy strategies. Consequently, despite a significant proportion of pupils with special educational needs in a few year groups, and despite considerable differences in pupils' attainment from year to year, the school ensures that all pupils achieve well in relation to their prior attainment as they move through the school. The quality of teaching has been improved; unsatisfactory teaching has been eliminated. Strengths in curriculum planning and in assessing pupils' work have been enhanced further. Weaknesses in aspects of the pupils' cultural and spiritual development have been addressed but there is scope to develop these further. The governing body has improved its effectiveness and is now fully involved in plotting the direction of the school. The headteacher remains an excellent role model and the driving force behind school

development. Overall there has been good improvement since the last inspection. There is a clear vision for the future and the school is well placed to continue this improvement.

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
	1998	1999	2000	2000
English	E	B	D	C
Mathematics	C	B	D	C
Science	C	C	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Given the significantly differing levels of attainment between the pupils in the different year groups at this school, care must be taken not to place too much emphasis on one year's performance. Nevertheless the results of this year's National tests and teachers' assessments at the end of Key Stage 2, compare favourably with the performance of pupils in similar schools. They also show a continuing positive proportion of pupils attaining the higher levels in English and mathematics and an increase in the number of pupils achieving the higher levels in science. The pupils' performance over the period 1996 to 2000 shows a steady improvement in standards, which broadly matches that found nationally. Substantial variations in pupils' performance from year to year are also evident and these reflect the differing prior attainments of pupils.

Inspection evidence shows that the pupils' attainments in English, mathematics and science are on course to be well above the national expectations at the end of Key Stage 1 and to match those expected nationally at the end of Key Stage 2, reflecting the differences in the pupils' prior attainment in these year groups. There are strengths in the pupils' attainments in literacy and numeracy and in science, art, design and technology, history. Information and communications technology is utilised well across the school to aid learning. Observations of lessons show that in response to a strong proportion of good and very good teaching, learning is good. The vast majority of pupils, including pupils with special educational needs and higher attainers are making good progress and are achieving well in relation to their prior attainment as they move through the school. The school is on course to achieve the targets set for pupils' attainment this year and next.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to school and to their learning. They appreciate each other's efforts and ideas and work and progress well together.
Behaviour, in and out of classrooms	Good overall, supports learning well.
Personal development and relationships	The very warm relationships between all who work in the school are a significant strength. Pastoral care is promoted superbly by the headteacher. Pupils enjoy good personal development.

Attendance	Satisfactory, broadly equal to the national average, reduced by holidays being taken outside the main tourist season.
------------	---

The pupils' attitudes and values are underpinned by the excellent ethos of the school, which promotes both care and achievement equally for all pupils.

TEACHING AND LEARNING

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

The quality of teaching is good overall. The majority of lessons observed ranged between good and very good. Teaching was very good in one third; good in another third and satisfactory in the remaining third of the lessons observed. There are significant strengths in the teaching of literacy and numeracy and in the way that teaching meets the needs of all pupils across the range of prior attainments and enriches their learning. The teachers plan in depth, identify clear learning objectives, and use learning support assistants most effectively to support individual pupils. These strategies motivate the pupils, increase their self-esteem and enable them to make good progress. In the majority of lessons, teachers use questions rigorously to extend the pupils' thinking and learning. Although satisfactory overall, the teaching of children under five has insufficient challenge during practical work. Across the school the very warm relationships between all adults and pupils have a beneficial effect on the pupils' work and progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall with a strong focus on literacy and numeracy and significantly enriched in Key Stage 2 by the many visits and clubs. The curriculum for children under five is satisfactory.
Provision for pupils with special educational needs	Very good teaching and well targeted support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, very strong support for the pupils' moral and social development, satisfactory provision for the pupils' spiritual and cultural development but scope to enrich the spiritual aspect of learning and the pupils' awareness of life in multi-cultural Britain.
How well the school cares for its pupils	Very good overall, a strength of the school. The pupils respond well to the warm and secure learning environment. The teachers enhance their knowledge of the pupils' needs by excellent assessments of the pupils' work and progress and this aids learning significantly.

The staff work well as a team to provide consistent support. All pupils are treated equally and have their contributions valued. The school promotes a very effective partnership with parents and the local community which contributes significantly to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership which is appreciated and supported by all staff and this enables them to make a very strong contribution to the educational direction and effectiveness of the school.
How well the governors fulfil their responsibilities	Good overall, under the clear guidance of a committed chairman, the governors fulfill their legal obligations well and use their expertise successfully in helping staff to maintain the good quality of provision.
The school's evaluation of its performance	The school monitors and evaluates the achievement of pupils extremely effectively. The school's success in meeting the needs of pupils across the full range of prior attainments illustrates this well.
The strategic use of resources	Staffing, accommodation and learning resources are used very efficiently to promote the pupils' learning.

The provision of staffing, accommodation and learning resources is good overall, although there are gaps in the outdoor facilities for children under five. Decisions are clearly made on the principles of best value and expenditure is carefully matched to meeting pupils' needs and to achieving good standards. Under the wise direction of the headteacher, governors and staff maintain an extremely caring ethos and share a high commitment to improvement and capacity to succeed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's expectations that pupils will work hard and achieve their best. • Children behave well and make good progress. • The teaching is good. • The school is helping their children to become mature and responsible. • The school is well led and managed. • Their children like school. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • The information given to parents about how pupils are getting on. • The degree to which the school works closely with parents.

The inspectors fully support the parents' positive views. However, they do not agree that information about pupils' progress is inadequate, but rather that the school provides good information about how pupils are progressing in annual reports and these are supported by regular meetings with parents. Inspectors consider that the school provides a good range of extra-curricular activities in Key Stage 2, including several educational visits, although not all the parents seem to be fully aware of the activities provided.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Under the guidance of an excellent headteacher, the governors and staff have improved their effectiveness in plotting the future direction of the school.

1 The last inspection in 1996 found that the school was well-managed by the headteacher ably assisted by a conscientious and hard working staff but also found that, although supportive, the governors played a less than active part in the decision-making process. Since then, the leadership and management have continued to be improved as key intentions with the school's development plans, especially in the way that all the adults working and supporting pupils in the school have refined and strengthened their assessment and evaluation of the pupils' achievement.

2 The excellent headteacher leads his teachers well in analysing the effectiveness of their teaching on the pupils' learning. Individual pupils are tracked as they move through the school to check they are making appropriate progress as they grow older. Overall performance targets are set and assessment data, particularly the results of the National Curriculum tests and teachers' assessments, are evaluated to plot improvement or to target weakness. As information is gathered it is used to inform future teaching and learning and school development. The consequence, in response to good teaching and a well-planned curriculum, is that the vast majority of pupils achieve well, in relation to their prior attainment, as they move through the school.

3 Under the direction of a determined and committed chairman, the governors have redefined their committee structure and have increased their involvement in school activities. In addition, advised by, and in conjunction with the headteacher and staff, they have established avenues through which they can be more informed about the effectiveness of the school. By increasing their knowledge and by agreeing clear stages in producing the school development plan, staff and governors are now much more purposefully and successfully involved in plotting the future direction of the school.

4 The experienced headteacher, through his corporate approach to the leadership of the school has, with good support from the deputy headteacher, increased the role and responsibilities of subject co-ordinators in the development of their subjects within the school's curriculum. Clear objectives, primarily the raising and achievement of high standards, are formulated following discussion with staff and these are presented to governors, through their committees, for their consideration and prioritising. For example, discussions within the governors' curriculum committee, involving the headteacher and often subject co-ordinators, or within the governors' finance committee lead to a balanced view being brought to the full governing body for final refinement and approval. The full school development plan is therefore produced over time, having been fully considered by all representatives of the leadership and management of the school.

5 This step-by-step approach to the development of the school has been most successful in ensuring, for example, the full and very effective implementation of national literacy and numeracy strategies. This has resulted in steadily rising standards, over the period 1996 to 2000, despite quite significant variations in the prior attainment of the pupils entering the school each year. Equally, these strategies have enabled colleagues to establish clear priorities to bring about improvement. The significant improvement in standards in science, at the end of key Stage 2 in this year's National Curriculum tests, particularly the increased proportion of pupils achieving the higher level 5 standard, is a good example of how improvement is being successfully targeted. The learning environment of the school buildings and well kept facilities provides another good example of how school improvement is being effectively planned. Adaptations to classrooms, to shared areas to support practical work in art and design and technology, increased information and communications equipment and the current drive to create a nursery at the school illustrate the benefits of informed decision-making, for such resources are having a positive impact on the pupils' attainment.

The headteacher, with the support of governors, staff and parents cultivates an outstandingly warm and welcoming ethos that promotes the pupils' very positive attitudes and strongly encourages successful learning.

6 All members of the school community readily identify the headteacher as the driving force and excellent role model, underpinning the warm, friendly relationships and the excellent and welcoming ethos of the school. His first-class example, in assemblies, visits to classrooms, meetings with staff, governors and parents and in his regular support of individual pupils is apparent on a day-to-day basis. He leads by seeking to know and understand the needs of all the pupils and staff working in the school. This is a key aspect in ensuring that all pupils, from a range of prior attainments build well on previous learning and achieve successfully as they move through the school. These intentions are clearly stated in the school's development plan and the excellent strategies for assessing pupils' work and for using these to inform future learning also bear testimony to this. Pupils, staff, governors and parents speak comfortably about their confidence in sharing issues of concern with the staff under his direction, knowing that they will be received courteously and dealt with professionally and thoroughly.

7 Within this secure, informed learning environment, all pupils, including several with quite significant social, educational and emotional needs, flourish both academically and socially. A strong and consistent emphasis is placed on promoting the pupils' personal, moral and social development. From an early age pupils are encouraged to take responsibility, not only for their own actions, effort and behaviour, but also for others. Agreed rules are displayed in all classrooms and the pupils' contributions are consistently valued by teachers and assistants both orally in lessons and visibly through the many samples of pupils' work which enrich the school environment.

8 Strong, well-considered questioning is an undoubted strength of the teaching and accuracy is rigorously pursued, but always by receiving pupils' responses positively and by developing them constructively to promote new learning. Good examples were seen in several lessons, particularly in English and mathematics where discussion is a well-planned and integral part of the teaching and learning. In a Year 2 mathematics lesson, the teacher developed a very good rapport with the pupils and used this skilfully to introduce key vocabulary such as 'multiples, difference and minus'. In another successful lesson, in English in Year 6, the teacher also used questions carefully to promote an understanding of clause analysis for all pupils across a significant range of prior attainment. These strategies have a positive impact on the pupils' attitudes and pupils respond productively and this results in effective learning.

9 As they progress through the school, pupils are encouraged, as they grow older, to support younger children and to set appropriate role models. The exemplary roles played by all the adults who work in the school are of great benefit to the pupils and this is much appreciated by governors and parents. The pupils respond well to this strong support of the school and through regular charitable activities and topic studies, such as 'Sydney 2000' and 'Diwali' they develop a good awareness of the needs of others and acquire a clear social conscience.

10 Documents such as the school prospectus, letters to parents and the governors' annual report to parents are well thought-out and clearly emphasise the school's commitment to promoting positive attitudes and individual responsibility. The school's aims are shared by all who are associated with the school and the importance and benefits of the school's strong partnership with parents are stressed effectively. As a consequence, it is clear that parents make a positive choice in sending their children to this school and this further heightens the pupils' willingness to attend and to learn well at the school.

11 Encouraged by staff and voluntary helpers the pupils behave well and enjoy very good relationships throughout the school. Playtimes and assemblies are productive and happy occasions where staff work effectively to develop mutual appreciation and to encourage sharing and caring in a practical form. These attributes have a positive effect on the pupils' learning throughout the school. Pupils work well together when using computers or when sharing maps or books during history and geography lessons. They collaborate productively during art and technology activities, although on a couple of occasions pupils became too boisterous during physical education.

12 On the whole, however, the vast majority of pupils respond and contribute very successfully to the school's excellent ethos and by the time they leave the school, pupils have acquired very mature moral and social skills and have a confident and successful approach to their learning.

The good teaching supported by excellent assessment of the pupils' work and by a very purposefully planned curriculum is a strength across the school, which helps all pupils, across the range of prior attainments, to make good progress.

13 The teaching was identified as a strength at the time of the previous inspection, but inspectors considered that more could be expected of higher attainers, particularly in English and mathematics. Since then, following the systematic and thorough implementation of a detailed action plan and as a clear priority of the school development plan, there has been a continued improvement in the quality of teaching and learning, not only for potentially higher attaining pupils, but for all pupils from the range of prior attainments, including pupils with special educational needs. This inspection shows that teaching is good overall, with one third of the lessons observed being very good, another third being good and the remaining third being satisfactory. Teaching is never less than satisfactory for all pupils and in all classes.

14 Key elements present in all the successful lessons observed were the strong planning with clear learning objectives, the good use of support assistants, the very good relationships and the rigorous but friendly questioning to extend the pupils' thinking and learning. The teachers' planning is significantly informed, not only by their clear awareness of the personal needs of individual pupils but also by the depth of the academic information gathered from the excellent assessments of the pupils' progress. Starting with the baseline assessments of the children's skills on entry to the school, their progress and attainment is recorded and tracked systematically as they move through the school. The information gathered and evaluated, now using sophisticated information and communications technology, is used to present an appropriate challenge to each pupil and to ensure that work matches their prior attainment.

15 Such 'differentiation' was seen to good effect in most lessons: notably in English and mathematics lessons, such as, for example in a mathematics lesson in Year 3, where the teacher commenced the lesson by reminding the pupils of their learning targets for mathematics and then discussed the relevance of their different group activities to their individual needs. This full involvement of the pupils in their learning, supported by work at a level which presented a good challenge significantly helped most pupils make very good progress in number skills. In another mathematics lesson, to a group of higher attaining Year 2 pupils, established as a result of assessments indicating their prior levels of attainment, the teacher continued to use assessment as a tool for learning through lively questioning carefully judged to stretch and challenge pupils at a correct level. This undoubtedly had a very positive effect on the pupils' skills in using numbers to solve problems.

16 Observations of teachers working with pupils with special educational needs also showed that the teachers set and share clear learning objectives most productively with the pupils. This raises interest levels and promotes positive attitudes and effective learning. Recently the school is also targeting other specific groups of pupils to more closely address their needs. For example, average or slightly below average attainers are supported in 'booster groups' for English or mathematics and the teachers use discussion and questions effectively at a level which is close to the pupils' attainment and this develops their skills and understanding. In the main these sessions are successful but occasionally the texts studied are too complex to support good learning. An after school club, the 'Maths Challenge' has been introduced to increase the opportunities provided for potentially higher attaining pupils and this is well attended with pupils developing their skills successfully with challenging investigations: for example, by exploring shape and space and by rotating triangles to make tetrahedrons. The pupils were totally 'wrapped up' in the experiments, enjoyed the challenging questions and made very good progress.

17 Generally, however, it is within normal class lessons that teachers are providing appropriate challenge. With a strong lead from the headteacher and deputy headteacher, the teachers have worked effectively in recent years to establish a curriculum that enables the pupils to develop their skills systematically as they move through the school. The new Foundation Curriculum for children under five is being introduced appropriately in the reception class. Apart from opportunities to play independently

outdoors, and perhaps a few lost opportunities, during practical work, to enrich learning more fully through careful questioning, the children are presented with the full range of the recommended areas of learning. Literacy and numeracy strategies are implemented most successfully across the school and all subjects are supported by detailed schemes of work. The school is well placed to assimilate guidance from the new 'Curriculum 2000'. In addition the teachers significantly enrich their preparation and materials by using word processing and data-handling technology and this also has a beneficial impact on the pupils' learning.

18 Increasingly pupils are encouraged to take a greater ownership of their learning as they get older. The pupils' self-evaluations, with individual performance targets, are often discussed in lessons. In Year 6, for example, by using an overhead projector the teacher examines geographical questions and problems with the pupils and encourages them to evaluate their own and each other's contributions in a positive way and this promotes good learning. Several parents, at the meeting with the inspector and on their questionnaires, highlighted the mature attitudes to learning demonstrated by pupils from this school as they enter their secondary schools and this illustrates further the positive impact that the school's approach to teaching and learning is having upon the pupils.

WHAT COULD BE IMPROVED

The spiritual and wider cultural development of the pupils have been improved, but the pupils do not experience the full benefit that spirituality can bring to their day-to-day learning and they are still not fully prepared for life in Britain's multi-cultural society.

19 Continued development of the teaching and learning, particularly the depth of teachers' planning has improved significantly since the last inspection. This has resulted in more thought being given to promoting the spiritual dimension of the pupils' learning, particularly in religious education and in history. Consequently, there has been improvement in this aspect. Spirituality is less apparent across the curriculum as a whole, however, and assemblies, although warm and beneficial occasions, lack the enrichment to learning that opportunities for spiritual reflection can provide.

20 The degree to which the teachers value the pupils' responses and the very warm relationships between adults and pupils are strengths of the school and these provide a good foundation to the pupils' spiritual development. This is explored and promoted further in most history lessons, where old pictures, maps and artefacts are used successfully to consider the thoughts, deeds and aspirations of people who lived long ago. Discussions initiated by teachers explore the human and religious dimensions of people's lives and pupils are encouraged to reflect about life in the past. Good examples relate to a lesson in Year 5 when pupils considered portraits of Henry V111's wives during Tudor times, or to Year 6 pupils, when describing how the teacher outlined, in detail, the gruesome aspects of life in Victorian times, for example. However, this depth of human and spiritual enquiry was not as evident in other lessons. In science, for example, whilst a few lessons generated the excitement of learning through discovery and practical investigation, several of the lessons observed lacked the 'awe and wonder' that such investigations should develop. Teachers promoted learning well through rigorous questioning, but occasionally in science and even in art and music, too much of the work involved the completion of a task, and moments of reflection or excitement in learning were restricted.

21 A similar picture emerged during daily acts of collective worship led by the headteacher. Although strong in the corporate and statutory aspects and particularly warm and effective in their moral and social guidance to the pupils, they lacked the opportunities for silent reflection that help children to gain an understanding of their individual contribution. The children sing hymns with joy and harmony but music was not used to full advantage in creating atmosphere or in generating wider feelings and emotion. The hall is enriched by displays of children's work but these are not directly related to assembly themes. Artefacts did not appear to be a regular feature of assemblies and opportunities for the children to reflect more deeply, by looking at a lighted candle, for example, were not apparent. Consequently, the pupils' spiritual awareness was not fully promoted in the assemblies observed.

22 Much time and effort has been placed on promoting the pupils' cultural development and it has been improved since the last inspection. Classrooms and shared areas are enhanced by colourful displays portraying a good range of religious beliefs and practices and how people should relate to one another. The Christian and Jewish faiths are illustrated well through displays of 'Baptism' and the 'Bible' and the Hindu religion is portrayed through a very colourful display of Diwali. Such displays and religious artefacts clearly show pupils the richness of other faiths and cultures and raise their awareness of how other people live.

23 This awareness is extended further in lessons such as geography and history where the pupils study different countries and customs and consider how people's relationships and values impact on their own and other people's lives: for example, by considering Celtic patterns. In addition, pupils consider other cultures by looking at the work of famous artists such as Escher and Breughal

24 The pupils' personal development is strongly encouraged and the library areas are well stocked with a variety of books portraying life in other countries. Consequently, opportunities for independent research using books and computers are frequent and the pupils use these to form a clear understanding of the different beliefs and cultures found in other parts of the world. The curriculum is

planned carefully and pupils build and extend their geographical and religious knowledge successfully as they move through the school.

25 However, when questioned about whether people in Britain practiced ceremonies and customs such as Diwali, several pupils, especially in Key Stage 1 and lower Key Stage 2 had little awareness of the variety of religious belief and cultural practice found in this country. Most pupils questioned felt, incorrectly, that such diversity was found only in other countries. The scrutiny of pupils' work and further examination of the school's aims and planning did not reveal a sufficient intention to prepare the pupils for life in Britain's multi-cultural society and this is a weakness.

The school lacks a fully secure and appropriately equipped outdoor area to provide opportunities for children under five to learn from independent physical activity

26 The school has developed an effective strategy for teaching children under five and is introducing the new 'Foundation Curriculum' appropriately for children in their first year in the reception class. The classroom is a well-organised learning environment and much thought has been given to providing children with appropriate opportunities to learn from independent play. The classroom is arranged into clear areas where children make specific choices, either to use construction equipment, to enjoy books, to use the computer, to follow role play activities in a home corner or, with help, as during the inspection, to follow designing and making activities using scissors, textile materials and card.

27 In the main, these activities are successful in enabling the children to learn by taking an ownership or responsibility in the process of learning. These skills promote independence by requiring the children to think, to express and to develop their own ideas and to share and refine them by working with other children. Such is the case with children planning a family meal in the home corner, a resource which changes regularly, occasionally being a post office, a cafe or a laundry to link in with class topic work. These opportunities, which are usually provided after basic language and literacy and mathematical activities are most effective in promoting the children's social and personal skills and enabling them to learn from and with each other.

28 However, these approaches to developing the children's independence in their learning are not fully developed across all the recommended areas of learning for children under five outlined within the 'Foundation Curriculum'. Whilst the school has several large pedalled toys or trolleys for use outdoors, none were seen being operated by children during the inspection, even though it was dry. A level tarmac surface adjoins the reception classroom, but it lacks appropriate fixed play equipment and it is not separated from other playgrounds sufficient to safely confine young children so that they can play independently and robustly with minimum supervision. The children are taught physical education in the school hall and in the playgrounds, but they are not able to take the initiative, to explore robust play with each other away from close supervision, as they can, for example, behind the furniture in the home corner. A few children may find the teacher's close supervision an inhibiting feature and they may step back from taking a lead in these circumstances thereby restricting their collaboration and learning with other children.

29 Currently, therefore, the children's learning and physical development lacks the enrichment that robust independent play opportunities can provide. The school is aware of the limitations to young children's learning at this time and is very active in seeking nursery and additional facilities to develop early learning opportunities more fully.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 In the context of the school's many strengths and in order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors, headteacher and staff should:

- enrich the pupils' spiritual development and their awareness of life in Britain's multi-cultural society by planning and providing more opportunities for pupils to reflect and to consider their understanding and contribution in these areas.
- improve the provision for children under five by providing an appropriately secure and resourced outdoor play area where children can learn through independent robust physical activity.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33.3	33.3	33.3	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	217
Number of full-time pupils eligible for free school meals	N/a	56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.15
National comparative data	5.4

Unauthorised absence

	%
School data	0.22
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	13	13	13
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	96	96	93
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	13	13	13
	Total	27	26	26
Percentage of pupils at NC level 2 or above	School	96	93	93
	National	84	88	88

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

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	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	10	8	10
	Total	24	21	25
Percentage of pupils at NC level 4 or above	School	73*	64*	82*
	National	75	72	85

absent) (*3% absent) (*9% absent) (*3%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	11	9	11
	Total	27	24	27
Percentage of pupils at NC level 4 or above	School	82	73	82
	National	70	72	79

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	212
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.4
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	157

Financial information

Financial year	1999
	£
Total income	376644
Total expenditure	380023
Expenditure per pupil	1768
Balance brought forward from previous year	21246
Balance carried forward to next year	17867

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	3	3	2
My child is making good progress in school.	50	45	4	0	1
Behaviour in the school is good.	45	50	2	0	3
My child gets the right amount of work to do at home.	33	57	5	3	2
The teaching is good.	38	60	1	0	1
I am kept well informed about how my child is getting on.	25	54	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	50	42	5	2	1
The school expects my child to work hard and achieve his or her best.	52	46	1	0	1
The school works closely with parents.	26	57	15	2	0
The school is well led and managed.	39	56	2	1	2
The school is helping my child become mature and responsible.	44	51	3	1	1
The school provides an interesting range of activities outside lessons.	25	43	18	3	11

Other issues raised by parents