

# INSPECTION REPORT

## **ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Burscough Bridge, Ormskirk

LEA area: Lancashire

Unique reference number: 119376

Headteacher: Mrs K Coyle

Reporting inspector: Mrs A Waters

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> May 2002

Inspection number: 230434

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Burscough Lancashire
Postcode:	L40 4AE
Telephone number:	01704 893323
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Birch
Date of previous inspection:	10 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St John's Church of England Primary School is a smaller than average sized primary school situated not far from the centre of the large village of Burscough and a few miles from Ormskirk. There are currently 198 pupils, 104 boys and 94 girls on roll. Approximately 5% of pupils are known to be eligible for free school meals, which is well below the national average. Eleven per cent of pupils are on the school's register of special educational needs, which is below average. Four pupils have a statement of special educational need and this is above average. All but one of the pupils are of white ethnicity, and none has English as an additional language. Most pupils come from the local area which is economically below average. The attainment of pupils on entry to the school is below average. The school is very popular and enjoys a good reputation.

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

This is a very good school that is very successfully achieving and sustaining high standards. Strong teaching, a challenging and interesting curriculum, with very good provision for pupils' personal development, enable pupils to achieve very well and attain high standards in English, mathematics and science by the time they are eleven. The headteacher provides excellent leadership and is very well supported by a capable deputy, committed staff and governing body. The school provides very good value for money.

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

- The quality of teaching is very good and consequently the pupils learn very well.
- Pupils make good progress throughout the school and achieve very well so that by the time they are eleven most pupils reach high standards in English, mathematics and science.
- The academic and social needs of all pupils are identified rigorously so that every pupil is supported well and has access to the rich and stimulating curriculum.
- Excellent leadership and management by the headteacher, staff and governors are reflected in a clear sense of common purpose and a positive ethos in the school.
- The provision for the pupils' personal development is very good and results in very good attitudes, behaviour, maturity and confidence.

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

- The school has no significant weaknesses in any aspect of its work.

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

The school was last inspected in November 1997 when it was judged to be a successful school with many important strengths and few weaknesses. Since then the school has made excellent progress and the strengths identified at that time have not only been maintained, but have been further improved. For example, the quality of teaching has improved significantly and now all the teaching is good and there is a greater proportion of very good and excellent teaching. All the key issues from that report have been rigorously tackled and are now strong areas. The curriculum for the Foundation Stage children is more firmly based on practical and imaginative exploration, pupils' facility in mental mathematics is more secure, very good systems for co-ordinators to advise colleagues on their teaching practice and curriculum are

firmly established and very good procedures for the assessment and recording of pupils' attainment and progress are in place. All of this has resulted in a steady rise in standards as measured by national tests. The buildings and the grounds have been refurbished and developed. The school's programme of self-evaluation has led to the identification of clear priorities. There is a strong sense of team spirit and shared commitment within the school and a keen determination for continued improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	B	B	well above average A above average B
Mathematics	B	A	A	A	average C below average D
Science	A	A	B	B	well below average E

The school's end of Key Stage 2 National Curriculum assessment results are impressive. Standards in English, mathematics and science have remained consistently high over the last three years. In the year 2001, standards for eleven-year-olds in English and science were above the national average and above the average for similar schools. Standards in mathematics were well above both the national average and the average for similar schools. When the school's performance figures are averaged out over the last four years, the upward trend is broadly in line with other schools. Considering their below average level of attainment on entry to the school, pupils are achieving very well. The school keeps a very careful track of pupils' progress, sets very challenging targets and works hard to achieve them.

Results for seven-year-olds in the 2001 end of Key Stage National Curriculum tests and assessments were close to the national average in reading and were above average in writing. In mathematics they were well above average. Over the past three years the standards in all three areas have steadily risen and there has been a particularly marked improvement in mathematics. The school has successfully put measures in place to raise standards in reading and writing across the school and indications are that the results this year will show an even greater improvement in the standards achieved at both Key Stages.

Pupils get off to a good start in the Foundation Stage and most reach the nationally agreed Early Learning Goals by the time they start Year 1 and a good number exceed them. This reflects the good provision in the Reception class. This good start is consistently built upon and pupils make very good progress throughout Key Stage 1. The rate of progress is sustained at Key Stage 2 and pupils achieve very well by the time they leave the school. This reflects the school's commitment to challenge and high achievement for all pupils.

The work seen during the inspection indicates that most eleven-year-old pupils attain very well in English, mathematics and science. Increasingly rigorous analysis of test results is enabling the school to set challenging targets for all pupils. Pupils also do well in other subjects, such as history, design and technology, physical education and music where there

is a high level of achievement. Standards in information and communication technology are at least in line with the national expectations and improving.

Pupils with special educational needs benefit from very good additional classroom support and this enables them to make very good progress towards their individual targets.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils' positive attitudes contribute very effectively to the high academic standards.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and show respect for other pupils and for adults.
Personal development and relationships	The pupils' personal development has a high priority in the school. This is reflected in the very good relationships amongst the pupils. Most pupils are polite, confident and sensible.
Attendance	Satisfactory. The attendance rate is similar to the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	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.*

The high quality of teaching is a strength of the school. All of the teaching seen during the inspection was good and a high proportion was very good or excellent. The teaching of English and mathematics is very good and as a result the pupils learn the skills of literacy and numeracy very well. Teachers have high expectations of what the pupils can achieve and pupils rise to these expectations and achieve very good standards. Teachers' secure subject knowledge helps them to set challenging tasks for their pupils. Teachers meet the needs of the pupils in their classes very effectively. There are a good number of support assistants and voluntary helpers in lessons and they make a very good contribution to the pupils' learning. They are suitably trained and work well with the teachers, who give them good guidance about what they are expected to do. As a result, pupils achieve very well and acquire skills and knowledge and understanding at a very good rate. Teachers make effective use of time and resources and create a stimulating and positive atmosphere which promotes pupils' confidence and fosters very good relationships.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and significantly enhanced by visitors into school and visits to places of interest. The National Strategies for Literacy and Numeracy have been introduced very effectively.
Provision for pupils with special educational needs	Very good. The school's thoughtful and well-planned arrangements ensure that pupils' needs are identified early. Teachers and other adults support pupils well so that they make very good progress towards meeting their individual targets
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for pupils' spiritual, moral social and cultural development is very good. The school organises a wide range of opportunities for pupils to become increasingly responsible and to develop maturity and confidence as they grow older.
How well the school cares for its pupils	The school maintains a high level of care for its pupils. Welfare arrangements and procedures for child protection are of a high standard. Monitoring of pupils' academic performance and their personal development is very good.
How well the school works in partnership with parents	The school has a very good partnership with parents and there are high levels of parental satisfaction. The school makes every effort to help parents who have concerns and the parents feel that the school is friendly and approachable. Very good efforts are made keep parents informed and to consult them on important issues.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from excellent leadership and management. There is a strong sense of purpose in the school. The headteacher provides strong and effective leadership which gives a firm direction for the work of the school. She is very well supported by the staff and governors who successfully work together as a team that is committed to providing high quality education and continuing to raise pupils' standards of attainment. The high expectations and consistent questioning about how the provision might improve further are hallmarks of the school's leadership.
How well the governors fulfil their responsibilities	Excellent. The governors are very supportive of the work of the school. They fulfil their statutory responsibilities very diligently and are well organised to work productively with the school.
The school's evaluation of its performance	Excellent. Clear priorities are identified through rigorous evaluation and discussion. Very clear analysis of pupils' performance in national and school-based tests is used very well and action is promptly planned to address areas for development.
The strategic use of resources	Excellent. Funds are used very effectively to ensure very good provision for all pupils, including those with special educational needs. The principles of best value are applied rigorously.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like to come to school.</li> <li>• Almost all parents think that their children are making good progress and that the teaching is good.</li> <li>• Behaviour is good.</li> <li>• There is unanimous agreement that the school expects children to work hard.</li> <li>• The vast majority of parents think that the school is well led and managed.</li> <li>• The school encourages pupils to show care and respect.</li> <li>• The school is very approachable and all matters of concern are taken seriously.</li> <li>• Parents appreciate the strong community spirit and the very good relationships between staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like to be better informed about how their children are getting on.</li> </ul>

Parents support the school well and appreciate what it does for their children. The level of parental concern is very low. The inspection findings endorse the parents' very positive views of the school, but do not support their negative views. The information provided about pupils' progress is good and the school encourages parents to find out more if they wish.

## **PART B: COMMENTARY**

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

**The quality of teaching is very good and consequently the pupils learn very well.**

1. The high quality of teaching is a strength of the school. All of the teaching seen during the inspection was good and a high proportion was very good or excellent. The teaching is better than at the time of the last inspection and there has been a significant improvement in the proportion of good and very good teaching. The consistently strong teaching makes a powerful contribution to the good and frequently very good progress that pupils make in their learning, especially in English and mathematics.
2. Teaching for the children in the Foundation Stage is very good and provides a firm foundation for the development of children's attitudes to their learning. The interesting and exciting range of practical activities provided, together with the strong emphasis on developing children's language and literacy skills, enables children to make a good start in learning to read and write. An equally high priority is given to developing children's mathematical skills. At Key Stage 1 and Key Stage 2, the overall quality of teaching is very good. Teachers have high expectations in respect of work and behaviour and the pupils enjoy the good range of activities provided. The positive atmosphere created by the teachers and support staff has a good impact on pupils' learning.
3. The headteacher and staff are always seeking to improve standards and the quality of pupils' learning. A particularly strong feature is the way teachers show a readiness to reflect critically on how they teach and the way in which they are always prepared to try new strategies. They work well together to plan and review the curriculum. They monitor and evaluate the school's performance carefully. A planned cycle of lesson observations with shared summaries of observed good practice is well established. This, together with the identification of development needs and a means of tackling them, has made an important contribution to the improvement in the quality of teaching since the last inspection.
4. The National Strategies for Literacy and Numeracy are implemented effectively. The basic skills are taught thoroughly and systematically and successfully promote pupils' learning. Reading is well taught and pupils learn to appreciate books at an early age. Lessons in many subjects focus effectively on the development of literacy, enabling pupils to make very good progress in language and literacy development. During the shared reading sessions teachers grasp opportunities to ask pupils to pronounce words or to explain their meaning. They also make good use of extracts from texts to illustrate points of grammar. For example, during an excellent literacy lesson in Year 3, pupils quickly learned that that direct speech is punctuated according to specific rules and conventions. In numeracy, the methods used to develop mental arithmetic skills are very successful and teachers place appropriate emphasis on showing pupils strategies they might use to solve problems. Teachers provide pupils with high challenges not only at the start of lessons in the mental arithmetic sessions, but also in the group work that follows. As a result, pupils make good progress in understanding number patterns, problem solving, how to measure and estimate and the properties of different shapes. This is a marked improvement since the last inspection when it was reported that pupils made less progress in mental arithmetic than in other aspects of mathematics.
5. Teachers' knowledge and understanding of the subjects they teach are very good. The confidence with which the teachers present the lessons captures the interest of pupils

and lessons are particularly effective when the enthusiasm of the teacher is conveyed to the pupils and this makes them want to learn and to succeed. Teachers ensure that pupils learn by listening, looking and through practical activities. In a very good science lesson for pupils in Year 5, the teacher successfully engaged pupils' attention immediately by linking the lesson to the homework activity based on researching facts about the solar system and asking the pupils what they had found out. Pupils were then involved in a practical demonstration of the relative sizes of the Sun, Moon and Earth. Pupils were very surprised and impressed by the outcomes and clearly understood the enormity of the size and distances involved. There was a clear focus upon developing scientific ideas and understanding. Very secure subject knowledge enabled the teacher to extend pupils' thinking and understanding through skilful questioning and by expanding on their answers and comments. Similarly in an exceptional Year 6 mathematics lesson, the teacher's excellent grasp of the subject and enthusiasm was evident in the way in which the information was clearly presented. Good use of resources, including the overhead projector to demonstrate clockwise and anti-clockwise turns by 90 and 180 degrees enabled pupils to quickly grasp the idea of rotation.

6. Teachers have high expectations of what the pupils can achieve and of how they should behave. The high expectations and encouragement given ensure that pupils of all ability levels try their hardest and consequently they achieve very well. Work is carefully prepared so that each group of pupils in the class understands clearly what they have to do. High, yet achievable challenges are set for different groups of pupils so that all are encouraged to make very good progress. Teachers know their pupils well and are well aware of the needs of all pupils in their classes. They make good provision within their planning, setting appropriate tasks for the various ability groups. Teachers make good use of questioning to encourage all pupils to succeed. They are particularly skilful in asking questions which are challenging but which enable lower attaining pupils to be successful, giving them the confidence to try harder. Pupils enjoy being presented with challenging work and appreciate the justifiable praise for their efforts. They respond well to the good teaching and learn quickly.
  
7. One of the main strengths of the teaching throughout the school is the very good sense of teamwork. There are a variety of other adults who often help in lessons. As well as qualified nursery nurses and learning support assistants, there are a good number of parents, governors and others who work very closely with the class teachers and give valuable support. Teachers plan very carefully and make very good use of this extra help. All supporting adults know exactly what is required of them and which pupils they are working with. The helpers ensure that individual pupils or small groups are fully involved and take an active part in the session. For example, they may rephrase a question so that the lower attaining pupils can understand at their own level. This teamwork makes a very positive contribution to children's learning. The relationship between adults and children is very good and this creates an easy atmosphere in which pupils have the confidence to ask when they do not understand and to suggest an answer even if they are not sure it is correct. This is because teachers always value pupils' contributions, give praise for effort and introduce some humour and fun into the lessons. Teachers are adept at adding a sense of urgency to keep pupils on task whilst at the same time giving them time to answer and explain.

**Pupils make good progress throughout the school and achieve very well so that by the time they are eleven most pupils reach high standards in English, mathematics and science.**

8. The school's results in the end of Key Stage National Curriculum tests and assessments are impressive. Standards in English, mathematics and science have remained consistently high over the last three years. In the year 2001, standards for eleven year olds in English and science were above the national average and above the average for similar schools. Standards in mathematics were well above both the national average and the average for similar schools. The work seen during the inspection indicates that standards are well above average and pupils achieve very well. Increasingly rigorous analysis of test results is enabling the school to set challenging targets for all pupils.
9. Since the last inspection the standards have steadily risen and there has been a particularly marked improvement in mathematics. The school has successfully put measures in place to raise standards in reading, writing and mathematics across the school and indications are that the results this year will show an even greater improvement in the standards at both key stages.
10. The secure foundation of well taught skills in literacy and numeracy enables pupils to make very good progress throughout the school. The children get off to a very good start in the Foundation Stage and most reach the nationally agreed Early Learning Goals by the time they start Year 1 and a good number exceed them. This good start is consistently built upon and pupils make very good progress throughout Key Stage 1. The rate of progress is sustained at Key Stage 2 and pupils achieve very well by the time they leave the school. Very good teaching enables pupils to make the progress of which they are capable, and to achieve their full potential. This reflects the school's commitment to challenge and high achievement for all pupils.
11. Standards are high for several reasons. The school wants all its pupils to do as well as they can and takes effective and practical steps to encourage them to do so. The school's results and pupils' performance are carefully analysed and this provides teachers with a clear picture of what pupils need to do to improve. The headteacher and key staff then devise appropriate action to enable the pupils to improve upon their performance. The quality of teaching and learning is reviewed regularly and new ideas and initiatives are introduced as necessary. Good opportunities are provided for pupils to practise and apply their literacy and numeracy skills in all other subjects. Teachers and subject co-ordinators work closely together providing consistent levels of challenge and support for pupils of all ages and abilities. Very good procedures are in place to assess and record pupils' attainment and progress and teachers intervene quickly and effectively if pupils are not progressing at least as well as they should. Staff value what pupils do and give justifiable praise to encourage further effort. Pupils are interested in their activities. They enjoy them and try hard to do their best. The very good relationships and strong teamwork that exist between all members of the school community are a major factor in pupils' success.
12. In English, pupils' progress in reading and writing is underpinned by the emphasis the school places on developing pupils' skills of speaking and listening. Throughout the school children gain valuable skills in speaking and listening because of the teachers' emphasis on the development of appropriate vocabulary. Teachers provide a range of opportunities for pupils to engage in discussion and pupils develop the confidence to express their ideas and to listen to what others have to say. Skills in English are developed through the study of well chosen texts which help pupils to understand how

authors choose words carefully to express particular features of characters, and how punctuation is used to create specific effects. Reading is systematically taught with a strong emphasis on the development of phonic skills. By the time they are eleven most pupils read very well for their age. They build successfully on earlier learning and become increasingly fluent and begin to read beyond the literal level showing a good understanding of what they read. Writing has been the focus for development in previous years and this has had a noticeable impact on the quality of pupils' work. Carefully thought out opportunities have been presented to pupils at every stage. Reception pupils begin to practise their writing in a variety of purposeful activities, such as making a get well card for Humpty Dumpty. As they move through the infant classes, pupils are supported by a strong emphasis on literacy in their classroom environments. Teachers grasp every opportunity to reinforce and to consolidate the vocabulary of books and draw attention to parts of speech. Wall displays remind pupils of 'tricky' words, such as scientist and enemies. By the time pupils are eleven, pupils' technical skills of writing are very good and they have good opportunities to further develop them and to practise them in a variety of styles and for different purposes.

13. In mathematics, a strong emphasis is given to teaching number skills, but other areas such as shape, space and measure are also well covered. Throughout the school, pupils develop an increasing awareness of the processes of addition, subtraction, multiplication and division of numbers that is closely linked to learning strategies for problem solving. The pace and level of challenge within the mental arithmetic sessions are strong features of the teaching and quick questioning keeps pupils on their toes. Teachers encourage pupils to solve problems in their own way and then share their solutions with the whole class. Very detailed lesson planning makes good links between class-work and real life situations. Tasks are very well organised so that pupils of all levels of ability are well catered for and suitably challenged, thus ensuring that very good learning can take place. As a result, almost all pupils achieve the national curriculum level expected for their age and a significant number of pupils attain standards that are well above that. For example, many pupils in Year 6 demonstrate a very secure grasp of how to plot co-ordinates, use measurements accurately and calculate the area of triangles and rectangles. They convert fractions to decimals and accurately add and subtract them. They calculate percentages and add and subtract money. They are conversant with mathematical vocabulary, such as 'multiple', 'prime number' and 'factor' and make use of calculators and protractors when solving problems.
14. By the age of eleven most pupils are achieving high standards in science. One of the main strengths is the rate at which pupils acquire scientific knowledge and the confidence with which they use this knowledge to help them carry out investigations and experiments. They are able to explain clearly why things happen as they do. Very thorough teaching of scientific vocabulary and relevant concepts and knowledge are promoted through good opportunities for practical work. Pupils are confident in making predictions and testing them. They take measurements using relevant instruments, such as thermometers and force meters, and collect and record data.
15. The pupils with special educational needs make very good progress throughout the school. Their needs are identified early and the targets in their Individual Education Plans (IEPs) are clear, realistic and achievable. They are reviewed regularly and the level of challenge increased appropriately. The school has appointed a special needs liaison officer who very effectively ensures that the specific needs of individual pupils are well catered for. This, together with the good relationships with the various external agencies, enhances the progress made by these pupils. More able pupils are given Individual Education Plans as well and some children are given their own programme of

work or are taught with pupils in a different age group. Teachers are adept at providing imaginative, investigative and problem solving activities, particularly in mathematics and science to extend the thinking of the more able pupils.

16. In general, the pupils of all abilities are consistently challenged to improve on their previous best through staff's high expectations of them.

**The academic and social needs of all pupils are identified rigorously so that every pupil is supported well and has access to the rich and stimulating curriculum.**

17. The school is committed to ensuring that all pupils have access to a broad and balanced curriculum. There is a strong emphasis on ensuring that pupils acquire the basic skills whilst also having access to the full National Curriculum and other relevant and exciting learning experiences.
18. The procedures for assessing and tracking pupils' academic and personal development as they move through the school are of high quality. The firm commitment to the inclusion of all pupils is a central feature in the life and work of the school. Staff take particular care to look not only at what pupils know and understand but also to consider the best way to help them to progress. The school has developed a comprehensive target setting process in English and mathematics and this has led to improvements in pupils' achievements. Teachers set targets for individual pupils and this helps pupils to see how well they are doing and recognise that their efforts are important. There are plans to extend this practice further and to involve children more in setting the targets and evaluating their own progress. Teachers are adept at helping pupils to realise that they learn step by step and in this way they develop good levels of self-esteem and confidence. There is a purposeful atmosphere in the classrooms because pupils believe they can succeed. Sensitive support from classroom assistants provides good opportunities for pupils to clarify any points which they do not understand at first.
19. The provision for pupils with special educational needs is very good. They have full access to the curriculum and are fully included in all aspects of school life and are very well taught. Teachers take good account of the pupils' individual needs and adapt the work, activities and approaches accordingly. The teachers keep abreast of new initiatives and many of the teachers and support staff are involved in courses to increase their knowledge of various aspects of special educational needs.
20. The school pays very close attention to the inclusion of all pupils and so enables them to make good progress and to take full advantage of all educational opportunities. Staff know their pupils very well and are very alert to their individual, physical and emotional needs. This makes a strong impact on pupils' progress and achievements. A good system of reward and celebration encourages pupils to do their best both academically and socially.



**Excellent leadership and management by the headteacher, staff and governors are reflected in a clear sense of common purpose and a positive ethos in the school.**

21. The school benefits from very strong leadership and management. The headteacher provides excellent leadership and very clear direction for the school and is ably supported by a capable deputy, subject leaders and a committed staff. The headteacher sets very high standards and displays a strong personal example of commitment and dedication and encourages all staff to be confident and work together as a team. In partnership with staff and governors, she works conscientiously to meet the school's aims and to raise standards of pupils' attainment further. There is also a firm commitment to providing a broad and rich range of learning experiences and to developing pupils' personal and social skills.
22. Teachers with special responsibilities fulfil their duties very well. Subject leaders have been given considerable responsibility for raising standards in their own subjects. They have taken on this role very well and all contribute significantly to the shared commitment to improve. The headteacher, deputy headteacher and subject leaders have all monitored teaching and learning in the classrooms and discussed their findings with staff. The senior management team plays a key role in overseeing this and helps to ensure that there are effective means of communication between all staff. In this way, the good things that are happening in the school are shared and support is given in any areas of relative weakness. The sense of teamwork in the school is very strong because teachers have confidence in each other and want to provide the very best for the children in their care. The national guidance and information from professional courses is discussed and new initiatives and strategies that might be of benefit to the pupils are considered with care.
23. The members of the governing body have a good grasp of their responsibilities and are very well informed about the school. They provide very good support for the school and have a range of expertise that is used well. They work very effectively with the headteacher and staff and play an important part in shaping the future direction and work of the school. Governors receive reports each half term about particular curriculum areas from the subject leaders and this ensures that they have a clear understanding of the strengths and areas for development.
24. There is an excellent evaluative philosophy in the school which ensures that all that is done is monitored and checked for effectiveness and validity. The monitoring is well planned and clearly aimed at raising standards and has resulted in improved teaching and learning since the last inspection. Some very good analysis of pupils' performance in national and school-based tests has been carried out in order to plan for improvements. For example, the school's analysis showed areas of weakness within reading and this has been addressed and appropriate steps taken which have already had a beneficial impact. Staff and governors are confident enough to look at all aspects of the school critically. Through rigorous evaluation and discussion clear priorities are identified and action is promptly planned to address areas for development. For example, although teachers are working well towards integrating information and communication technology into all subjects, the school knows that there is still room for improvement. A new computer base has been installed and laptops and a 'smart board' purchased to enhance pupils' skills and teachers are all keen to put these to use.
25. The school is not complacent and self-evaluation is a strong feature of the leadership and management. Consistent questioning about how the provision might improve further is a hallmark of the school's excellent leadership

**The provision for the pupils' personal development is very good and results in very good attitudes, behaviour, maturity and confidence.**

26. The school places great emphasis upon the all round development of pupils, who respond very well to the many opportunities presented. The school has successfully maintained the high standards found at the last inspection. The school continues to be an orderly environment where pupils develop in confidence and maturity as they grow older.
27. Pupils are enthusiastic in their attitudes to school and they clearly enjoy being there. In classrooms and at lunchtime and break times, pupils respond well to the high expectations of staff. They co-operate well with their teachers and settle down quickly to their tasks. They listen attentively to instructions and ask pertinent questions or seek advice and clarification when necessary. They show high levels of interest in what they are being taught and this leads to high levels of concentration. Most pupils, including those with special educational needs, are keen to learn and enjoy being involved in a range of activities.
28. Teachers have high expectations not just of academic standards but also of behaviour and self-discipline. All classes have their own agreed class rules and most pupils respond positively and willingly to the school's very good procedures for behaviour management. Through the school's very positive ethos, the pupils develop a clear sense of what is right and what is wrong and most demonstrate good self-discipline. No instances of oppressive behaviour were observed during the inspection and the pupils do not consider bullying to be a problem. They expressed confidence in the teachers' ability to sort out any problems quickly and appreciation for the support that staff provide. The headteacher invests much time in talking with pupils who have emotional difficulties or who may be disaffected. On occasions, special programmes and individual targets are set up to help a pupil through a difficult phase. In addition, planned 'circle times' and informal opportunities that arise throughout the day ensure that all pupils receive the support and guidance they need to become thoughtful and caring young people. Pupils monitor their own and others' behaviour through the School Council. There were two temporary exclusions last year.
29. Adults in school present very good examples to pupils and demonstrate courtesy, good manners and respect for all. This encourages pupils to relate well to the adults and their relationships with each other are friendly and helpful. They are able to work independently and in groups and to help each other quietly and without fuss. They show respect for others' answers and accept that occasionally there may be misunderstandings. The lack of vandalism and litter around the school reflects the respect pupils have for other people and for property.
30. Pupils accept responsibility willingly. They are keen to help and are enthusiastic about taking on special responsibilities. For example, they organise equipment for assembly, and the older ones care for the younger ones in the playground. The School Council, which is made up of elected representatives from each year group, is an active and enthusiastic group of pupils. They raise issues and provide feedback to the headteacher and governors on their suggestions for the improvement of activities and the school environment. Pupils are proud to be a part of the School Council and represent the views of other pupils. In return, other pupils respect the Council's decisions and some requests have been accepted and acted upon. The Council organises fundraising events to finance its projects and recently purchased a range of playground equipment for use at lunchtime.

31. Pupils enjoy regular visits to places of interest including residential visits. These make a significant contribution to pupils' spiritual and social development. Pupils are encouraged to take part in a range of challenging activities which require them to work together and make sure that everyone has the opportunity to succeed.
32. The positive attitudes, high standards of behaviour and personal development make a significant contribution to the overall ethos of the school and the positive climate for learning.

### **WHAT COULD BE IMPROVED**

33. The school has no significant weaknesses in any aspect of its work.

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

34. The school has no significant weaknesses and, therefore, there are no key issues for action.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	4

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	8				
Percentage	19	43	38				

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### 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)		198
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		23

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.7
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	21	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	24	25	29
Percentage of pupils at NC level 2 or above	School	83 (96)	86 (96)	100 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	93 (96)	93 (89)	97 (89)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. The school figures given are total figures only as the number of boys in the cohort was fewer than ten.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	10	11	11
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	86 (96)	93 (96)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	11	11	11
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	97 (89)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
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	2	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)	8
Number of pupils per qualified teacher	24.75
Average class size	28

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

Total number of education support staff	9
Total aggregate hours worked per week	152

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-01
	£
Total income	396,315
Total expenditure	387,674
Expenditure per pupil	1929
Balance brought forward from previous year	50,117
Balance carried forward to next year	58,758

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0



*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	129

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	53	43	2	1	1
My child gets the right amount of work to do at home.	43	47	9	1	0
The teaching is good.	51	41	5	1	2
I am kept well informed about how my child is getting on.	42	41	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	30	4	2	1
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	43	47	6	2	2
The school is well led and managed.	56	38	3	1	2
The school is helping my child become mature and responsible.	53	42	3	0	2
The school provides an interesting range of activities outside lessons.	49	41	7	1	2