

INSPECTION REPORT

KELSALL COMMUNITY PRIMARY SCHOOL

Kelsall

LEA area: Cheshire

Unique reference number: 111104

Headteacher: Mrs E Devine

Reporting inspector: Mr J Bald
17932

Dates of inspection: 1st-2nd July 2002

Inspection number: 244982

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Flat Lane
Kelsall
Cheshire

Postcode: CW6 0PU

Telephone number: 01829 751343

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Appropriate authority: The governing body

Name of chair of governors: Mr H Norris

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kelsall Community Primary School is a small school, serving a rural village in Cheshire. It has 199 pupils, aged four to eleven, with an even balance of boys and girls. Almost all pupils are white. A very small number are from minority ethnic backgrounds, but no pupils have English as an additional language. Most pupils have reached above-average standards for their age when they join the school. However, standards vary considerably from year to year, and a significant minority arrive with below-average standards, particularly in speaking. The proportion of pupils with special educational needs is broadly average, but there are above average numbers of these pupils in some classes, including Year 6. Most pupils with special educational needs have difficulties with language and literacy. Pupils come from a variety of backgrounds, but the school's overall social and economic circumstances are favourable. The school has recently had a high turnover of teachers due to promotions and maternity leave. Two classes during the inspection were taught by temporary teachers.

HOW GOOD THE SCHOOL IS

Every teacher at Kelsall Community Primary School is committed to working to the highest possible standard. As a result of demanding and imaginative teaching over a period of years, standards are well above average by Year 6. Provision for personal development is excellent, and pupils come to share the same values as their teachers. Management and leadership combine efficient organisation with personal qualities that inspire pupils and teachers, and there is heavy demand for teaching posts. The quality of education is excellent, and the school provides excellent value for money.

What the school does well

- The headteacher and all teachers work closely as a team, and are committed to excellence.
- Teaching is well-planned, innovative and exciting, and leads to excellent learning.
- Standards in Year 6 are well above average.
- The curriculum promotes high standards across all subjects.
- Excellent provision for personal development ensures that all pupils are eager to learn, work very hard, and co-operate well together.
- Provision for special educational needs is very good, with excellent specialist teaching.
- There is a very effective working partnership between parents, teachers and pupils.

What could be improved

- No major areas for improvement were identified during the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Standards, the climate for learning, and management and efficiency were very good, and the overall quality of education was good, with very few points for improvement. The school has made an excellent improvement from this strong starting point. As at the time of the last inspection, standards in English, and in art and design are very high. The contribution to literacy from other subjects has been greatly extended. There has been a substantial improvement in subjects where standards were average, particularly in geography and music, and the school has taken very effective action on the points it needed to address. The quality of teaching has shown outstanding improvement. Management has been developed, to make full use of modern techniques of monitoring and analysis, while making effective and sensitive use of the strengths of each teacher. Weaknesses in provision, for example in recent test results in science, are identified and tackled with all of the resources of the school. Teachers are constantly seeking better ways to promote learning for all pupils, and recent appointments have added to the range of their skills. The school is in an excellent position to develop its work further.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A*	A*
mathematics	A	C	B	C
science	A	B	C	C

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

The grade A* for English places the school in the highest five per cent of schools, both nationally and in comparison with similar schools. In reading, three-quarters of the pupils reached the standard expected of fourteen year olds. There were more pupils with special educational needs in Year 6 during the inspection than in 2001, but the overall standard of work had improved further. The standard of work seen during the inspection was well above average in English, mathematics, and science. Pupils do particularly well in problem-solving in mathematics, and in experimental and investigative work in science. Standards are also more consistently above average and well above average in other subjects than at the time of the last inspection. Pupils with special educational needs reach nationally expected levels in their best work. Standards in art and design are exceptionally high throughout the school, and have won several local and national awards for the school.

Standards in the reception class are rising, and pupils are now reaching above average standards in all of their work. They develop very good powers of concentration and are very well prepared for the National Curriculum. Results in national tests in Year 2 have been well above average in mathematics over the past three years, and above average to well above average in reading, though they had fallen to broadly average levels in writing by 2001. Standards during the inspection were well above average in reading, writing and mathematics. Pupils reach above average standards in other subjects, with well above average standards in composing music. Standards in Year 2 represent very good achievement.

Test results have improved significantly since 1996, and this pattern of improvement was reflected in the quality of work during the inspection across all subjects. The school's statutory targets for improvement are very demanding. In 2001, the school substantially exceeded its target for English, and came very close to its target for mathematics. The targets for 2002 did not take full account of the proportion of pupils in Year 6 with special educational needs, and were not met. However, 2002 test results showed substantial improvements for higher-attaining pupils in mathematics and science. Pupils in Year 5 are well placed to meet the targets set for them in 2003. Overall, standards in Year 6 represent very good achievement, and are set to rise further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are strongly committed to their work and do their best.
Behaviour, in and out of classrooms	Excellent. Pupils are quick to respond to requests from teachers, and treat each other with courtesy and consideration.
Personal development and relationships	Excellent. From the reception class onwards, pupils form positive relationships with teachers and each other, and welcome responsibility.
Attendance	Very good. Co-operation between the headteacher, family support officer and parents has led to a very substantial improvement this year.

Pupils co-operate very well when working in groups, and are keen to take part in clubs and the pupil committee. They behave very well during wet breaks and lunchtimes. They show genuine respect for the feelings and beliefs of other people, and help those with special educational needs.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Excellent	Excellent

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

This outstanding teaching is based on high levels of subject knowledge and understanding, combined with very careful planning that ensures that all pupils have interesting and challenging work. There were outstanding features in teaching and learning in each class and subject seen during the inspection, and no significant weaknesses. There were particular strengths in musical composition in Year 2, English and science in Year 6, design and technology in Year 3 and art and design across the school. Teaching assistants make a consistently effective contribution to learning, with excellent work in Year 6.

The overall quality of teaching in English and mathematics, including literacy and numeracy is excellent, and pupils apply these skills very well in other subjects. Pupils also make excellent use of their art and design and computing skills in learning. Teachers expect pupils to work to the highest standard of which they are capable in all subjects, and help pupils to understand patterns in their own learning. Work is carefully marked, and there is good homework, particularly in Years 2 and 6. Pupils learn to evaluate their own and others' work sensitively, and contribute to their targets for future progress. Teaching meets the needs of all pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is demanding, innovative and well-organised. It promotes high standards in all areas of work.
Provision for pupils with special educational needs	Very good, with excellent features in assessment and in specialist teaching. Pupils receive very effective support from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school takes great care to establish a working partnership with all of its pupils, based on shared social and moral values. They have many opportunities for reflection in their work, and receive an excellent introduction to their own and other cultures.
How well the school cares for its pupils	Excellent. All policies for care and guidance to pupils, and for assessing their progress, are fully understood and used very effectively.

The school has a very effective working partnership with parents and grandparents, and there is a high level of voluntary help in classes and clubs. The curriculum makes very effective provision for literacy, numeracy, art and design and the use of computers to support learning. Co-ordination and planning ensure that pupils work to the same standard in all subjects, and there is good provision for swimming. Assessment and care for pupils with special educational needs are well-organised and excellent. Pupils new to the school are warmly welcomed, and racial harmony is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and other key staff have a very clear sense of purpose, are well-organised and adapt flexibly to changing circumstances. All permanent teachers are effective managers.
How well the governors fulfil their responsibilities	Excellent. Governors are well-organised and well-informed, and fully involved in the direction of the school and in target-setting.
The school's evaluation of its performance	Excellent. All available information is carefully analysed, and the outcome used to inform planning, followed by action to raise standards.
The strategic use of resources	Excellent. Resources and additional grants are carefully applied to educational purposes, and their effectiveness closely monitored.

Management is based on a strong lead from the headteacher and from teachers with management responsibility, combined with excellent support and teamwork from colleagues. The role of the acting deputy headteacher is carefully thought out, and the school received an outstanding report from Investors in People. The headteacher takes a close personal interest in promoting the professional development of all teachers and teaching assistants, and deploys staff very effectively.

The school uses computers very well to support management. It has an outstanding collection of learning resources, and has built up good libraries to support learning for all pupils. Management, co-ordination and new resources have recently made a significant impact on standards in English, science, information and communication technology (ICT), and provision in Years 1 and 2. The school evaluates all of its activity to ensure that it provides and obtains best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects children to work hard and do their best. The school is approachable. Teaching and management are good. Children enjoy school and behave well. 	<ul style="list-style-type: none"> Homework. The quality of information for parents. The range of activities outside lessons.

Parents made many more positive than negative comments, both at their pre-inspection meeting and on the parents' questionnaire. Inspectors fully agreed with these positive views. Some parents thought that there was too much homework, others that there was too little. The overall quality of homework seen during the inspection was good, and most pupils said that they enjoyed it. Inspectors found that parents had extensive information, of high quality, on their children's progress, but that a small minority did not make full use of the school's channels of communication. They found that the school provided good opportunities for learning outside lessons, and had good plans to extend these further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and all teachers work closely as a team, and are committed to excellence.

1. The headteacher and all of her colleagues are determined to ensure that every aspect of the school's work is as good as it can be. They use all available sources of information, including personal research as well as test and statistical data, to analyse the school's performance in all subjects, and make effective plans to improve each aspect of it. The headteacher and governors have given priority to building up the range of skills and experience among the teachers, both in new appointments, and in the professional development of teachers. Responsibilities are carefully allocated, and teachers very effectively prepared to take them on. At the time of the inspection, for example, a teacher in her second year of teaching, who had joined the school as a newly-qualified teacher, was managing ICT to a very good standard. All teachers contribute to management, both as co-ordinators of subjects and through shared monitoring of each other's work. This approach generates a strong sense of teamwork, and provides a focal point for each teacher's professional development. All teachers co-operate fully with co-ordinators, both in building on the school's established strengths and in tackling weaknesses. At the time of the inspection, this was leading to significant improvements in standards in science across the school, and to the range and quality of teaching in Years 1 and 2.
2. Management is strongly focused on standards in all subjects and on pupils' personal development. A criterion in the appointment of the new deputy headteacher, for example, who is to join the school in September, was the school's intention to improve on its already good provision for physical education and sports. The curriculum is kept under constant review, with new teaching techniques introduced to help pupils to learn to their maximum capacity. While some of these have not been in place long enough to have an identifiable impact on learning, feedback from parents suggests that others, including activities that involve movement and exercise, are helping pupils improve their attitudes and behaviour at home as well as in school. Arrangements to include all pupils in its work and to promote race equality ensure that all pupils are happy in school and learn very well. It takes great care to communicate its shared values systematically to pupils, and to consult them through the pupil committee. Relationships with parents are also very well managed, and have led to a sharp improvement in attendance during the current school year.
3. The governors are well organised, well informed and efficient. They manage finances very effectively, planning budgets across more than one year, so that the school can develop its buildings and grounds while allocating funds carefully to support the school's aims. This is the reason for the very small budget deficit in 2000-2001, which will be eliminated during the present year. The improvement in science, for example, has been supported by the purchase of carefully-chosen equipment that gives pupils access to modern scientific techniques, as well as contributing to their ICT skills. The school has developed its libraries very well to support learning. Infant and junior libraries have well-chosen books, organised with categories based on the school curriculum, and attractively displayed.
4. At the time of the last inspection, management and leadership were very good, and had laid the foundation for many of the school's current strengths. The present arrangements nevertheless represent an excellent improvement, both in adapting management to the changing needs of the school and the community it serves, and in using it as a tool to promote learning.

Teaching is well-planned, innovative and exciting, and leads to excellent learning.

5. Teachers inspire their pupils by their personal enthusiasm for education and love of learning. All have high levels of professional knowledge and understanding, often informed by their own research as well as the school's provision for professional development. They plan lessons carefully, balancing lucid explanations with interesting practical work that consolidates learning through first-hand experience. They assess what pupils have and have not learned clearly and

accurately, and use this to plan further work and to set targets for the pupils. All work is carefully and constructively marked, and pupils contribute to assessment by constructive evaluation of each other's work. The outcome is an excellent cycle of teaching and learning that begins in the reception class and continues to Year 6. Work for higher-attaining pupils, including those who have particular gifts and talents, grows in complexity and enables them to reach high standards. At the same time, the system of assessment and targets enables lower-attaining pupils, including those with special educational needs, to build their knowledge, skills and understanding so that, by Year 6, their best work reaches nationally expected standards. The management of classes and use of time are excellent throughout the school, leading to a positive and happy learning partnership between teachers and pupils. Temporary teachers work to the same high standard as permanent teachers.

6. There were many outstanding features in individual lessons during the inspection. Examples included demanding analysis of patterns of fluctuation in data in science in Year 6, excellent close observation and painting following a visit to Tatton Park in Year 1, and excellent organisation of groups to teach reading and writing in the reception class. Teachers throughout the school teach pupils to think clearly and precisely, with timely guidance to keep them on track. In Year 5, for example, pupils were helped to distinguish clearly between senses and emotions when composing poetry, and in Year 4 pupils developed a clear grasp of the idea of a fair test in science. Year 3 pupils learned to use complex mathematical vocabulary, such as vertices, parallelogram and equidistant, in analysing patterns in shapes.
7. In Year 2, exceptionally clear analysis is used to design learning tasks that allow pupils to explore the underlying principles of subjects within a carefully designed structure that guides their thinking. In music, for example, pupils began to compose tunes using the first, third and fifth notes of C major. They understood that they could repeat notes, step from one note to the next, or jump from the top to the bottom note. By combining these options, and trying them out on chime bars, all could compose a simple tune. The pupils recorded their tunes as they wrote, using informal notation, but with the option of a three-line stave. All could then play and sing their tunes from their notation, and, by the end of the lesson, higher-attaining pupils could write down and reproduce other pupils' tunes. A mathematics lesson in the same year invited pupils to investigate the truth or falsehood of two propositions – that a square is a two-dimensional shape with four equal sides, and that a triangle is a two-dimensional shape with three equal sides. Resources were once again carefully chosen, and pupils reached well above average standards for their age in their visual and verbal understanding of patterns in shapes.
8. Each subject is taught through the application of a range of key skills, including literacy, numeracy, ICT and painting and drawing. Teachers attach as much importance to reading and writing in other subjects as they do in English, and this provides pupils with a range of additional opportunities to improve their skills. Many pupils' best writing, for example, took place in history, where they retold mythical stories and wrote imaginary autobiographies of Archimedes. Numeracy is used and developed very well in science and design and technology, for example to analyse data and to calculate the proportions of ingredients in recipes. ICT is particularly well used in teaching science to older pupils, where it allows pupils to analyse and interpret data in great detail. Painting and drawing contribute to enabling pupils to express their understanding visually as well as in words, for example in describing patterns of erosion in geography. Pupils are actively encouraged to think about how they learn best as individuals, and also to work as a group, with the school acronym of TEAM – Together Everyone Achieves More. This leads to a mature and constructive working atmosphere throughout the school, particularly by Year 6, when the whole class can be actively engaged in group discussion without any noise interference between one group and the next. The consistency of teaching benefits from the high quality of the school's teaching and learning policy, to which all staff have contributed.

Standards in Year 6 are well above average.

9. Standards are well above average in English, mathematics and science. Higher-attaining pupils achieve standards significantly above those expected for their age in all three subjects, and the work of lower-attaining pupils, including those with special educational needs, often reaches

standards that are at or very close to the expected level. Pupils write fluently and accurately across all subjects, and write interesting and lively poetry. They develop very good understanding of the techniques of writing and of their effects on readers. Pupils reach high standards in reading. They develop their own interests, and learn to read critically, paying attention to meaning that is not directly stated. Although many pupils join the school with difficulties in speaking, older pupils, including those with special educational needs, take part confidently in discussions.

10. Pupils in Year 6 are very confident and skilful in number work, and also in wider aspects of mathematics, including problem-solving and the properties of shape. The proportion of pupils reaching well above average standards in science has risen significantly since the 2001 national tests, and Year 6 pupils have very good understanding of modern scientific techniques. This improvement has been the result of a careful plan of action by the co-ordinator, supported by the whole school. The focus has been on scientific thinking, particularly in experimental work, and this is now reflected in above average standards in science from Year 2 onwards.
11. Standards in art and design are exceptionally high throughout the school. Pupils develop high levels of skill and confidence in working with a broad range of materials and in styles derived from a broad range of cultural traditions across the world. They produce beautiful paintings in the styles of impressionists and cubists, with colours ranging from the sensitive to the vibrant and a very strong sense of line and shape. Aboriginal art in Year 4 shows an exceptionally strong sense of harmony in its colours, shapes and textures. Pupils in Year 6 had made sculptures which translated Japanese wave paintings into three dimensions, retaining the original shapes and colours. Pupils make excellent use of sketchbooks to experiment with colours and drawing techniques, and evaluate each other's work sensitively, making precise use of a broad range of vocabulary. Pupils have recently completed statues for an exhibition in Chester cathedral, and a Year 6 pupil has recently won an award for art in an aboriginal style. The school's work in art has been featured in presentations organised by the Tate Gallery.
12. Standards in history and geography are well above average, chiefly because of pupils' highly detailed knowledge and understanding of aspects they have studied closely, such as ancient Greece and erosion patterns. Standards in all other subjects sampled during the inspection, including physical education and swimming, were above average by Year 6. There has also been significant recent improvement in standards in Year 2 and in the reception class. Pupils in Year 2 are now reaching well above average standards in English, mathematics, music, and experimental science, and above average standards in the remainder of their work, and standards in the reception class are above average overall.
13. While standards vary from year to year as a result of patterns of abilities and learning needs among the pupils, they have risen since the last inspection. Standards in English and art and design are very high, and the school has improved the quality of its work in all other subjects. In some cases, such as the high quality of writing in history, improvements are not fully reflected in national tests. Once all factors affecting standards are taken into account, the achievement of pupils in Year 6 is very good. The strong pattern of rising standards among younger pupils indicates that standards and achievement are set to rise further.

The curriculum promotes high standards across all subjects.

14. The curriculum is balanced, comprehensive, and very well organised. With the school's teaching and learning policy, it provides a framework within which teachers plan a programme of learning carefully designed to meet the needs of each class. The curriculum includes the full range of nationally recommended areas of learning for the reception class, and all National Curriculum subjects. Since the last inspection, planning has been improved to ensure that all subjects have sufficient time. Excellent co-ordination ensures that pupils achieve well, and more often very well, in all subjects, and further development is planned to raise standards in the small number of subjects where standards are above average rather than well above average. The curriculum is effectively modified to meet the needs of groups of pupils, including those with special educational needs and gifted and talented pupils. Effective support enables pupils with special

educational needs to reach standards very similar to those of average-attaining pupils in their classes, and all groups of pupils benefit from flexible grouping for specific purposes. A high-attaining boy in Year 1, for example, was making excellent progress in detecting and understanding irregular spelling patterns in a lesson with higher-attaining pupils, mostly drawn from Year 2.

15. The curriculum strikes an excellent balance between developing the skills of literacy and numeracy and developing pupils' knowledge, skills and understanding across a broad range of subjects. Pupils read, write and use computers effectively as part of their learning in all subjects. Evaluating their work in art and design, design and technology and physical education promotes broad and accurate use of vocabulary, and pupils are learning to make their own notes in science. Throughout the school, drawing and painting are treated as key skills alongside literacy and numeracy, and are used actively to promote learning. In Year 1 history, for example, close observation and drawing of lamps, lanterns and candlesticks enables pupils to understand their different properties. The study and reproduction of artistic styles from all over the world also gives pupils a sympathetic insight into other cultures. Displays in classrooms and corridors promote learning and understanding. They often pose challenging questions to the viewer, and each classroom has a display promoting understanding of another culture.

Excellent provision for personal development ensures that pupils are eager to learn, work very hard, and co-operate well together.

16. The school plans for pupils' personal development in great detail and this is reflected in every aspect of its work. From the time they join the reception class, pupils play a full part in the school's learning community. They settle in well, concentrate hard, and are eager to accept responsibility, for example by returning the register to the office. They adapt well to working with older pupils in groups, for example in singing practice. Pupils in Years 1 and 2 grow in confidence and maturity. They learn to listen carefully and to take their turn in speaking. They take increasing responsibility for their own work, individually and in groups, and become aware of other pupils' work, for example in sharing and commenting on musical compositions. They co-operate very well with teachers and other pupils, learn to use the building's narrow corridors without bumping into other people or disturbing classes, and adapt well to routines such as the "Friday tidy". All of the younger children behaved excellently during wet breaks and lunchtimes during the inspection, and benefited from the interesting activities and high levels of personal care and support provided by all of the adults in the school. The school and other pupils are quick to recognise and support exceptional ability. A pupil in Year 2 had been elected to chair the pupil committee, and was doing a very effective job.
17. Pupils in Years 3 to 6 work very hard, sustaining concentration very well right to the end of the afternoon. They complete homework willingly, and most appreciate its contribution to learning, particularly in Year 6. They respond well to additional challenges, and accept extra demands on higher-attaining pupils, for example in swimming, where an higher-attaining pupil in Year 5 was routinely given double the distance of other pupils, and encouraged to develop advanced skills in racing turns. The school monitors pupils' personal development closely, and by Year 6, pupils are mature, thoughtful and responsible. They respond very well to the strong lead and example of courtesy and kindness they receive from their teachers and teaching assistants, and show genuine consideration and respect for others, both in day-to-day life and work, in discussions of feelings and beliefs. Pupils leave the school very well prepared for secondary education.

Provision for special educational needs is very good, with excellent specialist teaching.

18. The school has maintained the high quality of its work with these pupils since the last inspection. Pupils with special educational needs are given support and modified work that enables them consistently to reach standards close to those expected for their age, and to reach average standards in their best work. Teaching assistants and volunteers make a very good, and at times excellent contribution to this support. They form long-term relationships with pupils, manage learning very well when working with groups, and are well briefed on the topics to be covered in each lesson.
19. Specialist teaching and assessment for pupils with special educational needs are excellent. The acting co-ordinator uses specialised assessment techniques skilfully, adapting their content to the needs of each pupil, and making assessment an enjoyable experience for the pupils. Progress is meticulously recorded and used in subsequent planning, and pupils' and parents' views are taken fully into account when setting targets. Specialist teaching is closely focused on individual needs, and often begins during the process of assessment, so that no time is wasted. Pupils enjoy their additional lessons, which take place in a pleasant, well-lit room that gives the teacher easy access to specialist resources. The school has prepared very well for the inclusion of pupils with physical disabilities, and they receive very good support from other pupils. Parents appreciate the quality of this work, and said that some pupils with special educational needs were benefiting from new teaching initiatives in the school, particularly those involving movement.

There is a very effective working partnership between parents, teachers and pupils.

20. Parents of pupils joining the school receive a well-designed welcome pack, and a visit from the senior teaching assistant or teacher. They receive extensive information about the work of the school and their children's progress throughout their child's time in the school. The prospectus and governors' annual report to parents are clear and informative, and the school has a very well-designed web-site. There are regular and useful newsletters, and a good home-school agreement, which used as a basis for action in cases where parents do not ensure that children attend regularly and on time. During the current school year, the headteacher has worked closely with parents to reduce the number of holidays taken in term-time, and to provide support to families where pupils have had poor attendance records. This has brought about a dramatic improvement in levels of attendance, which are now well above average.
21. Annual reports to parents are clearly written and informative, and are supplemented by additional meetings and workshops on curriculum issues. Parents have regular meetings to discuss their children's progress with teachers, and teachers are always available for informal discussions. There are regular letters giving parents an outline of work for the term, and the programme of work for each day is posted on the door of every classroom. Pupils receive regular homework, beginning with book bags in the reception class, and there is a good home-school reading diary that continues to Year 6. The school provides exceptional support to the families of pupils with special educational needs, including much additional voluntary work by the acting co-ordinator. It has recently received a substantial grant for a parents' lending library.
22. Parents contribute to learning through extensive voluntary work in the school, both in classes and in after-school clubs. They often have specialist professional skills, for example in drama, from which pupils derive great benefit. The vast majority of parents replying to the questionnaire and attending the pre-inspection meeting expressed strong approval of the school's work, including its care of pupils, and the preparation they received for national tests. There were particularly strong expressions of support from some parents, and only a very few concerns relating to individual pupils. Some of these could, however, have been resolved had parents kept teachers fully informed by using the school's consultation procedures. Just under a sixth of parents responding to the questionnaire felt that homework needed to be improved, but these were evenly divided between those who felt there was too much, and those who felt there was too little. In some cases, parents thought schools should not set homework. Discussion with pupils and analysis of their homework indicate that the overall quality of homework is good, with

some outstanding features, including reading challenges and revision homework for pupils in Year 6. Pupils in Year 3 were particularly enthusiastic about their homework.

23. Pupils in all classes form a strong learning partnership with their teachers, and appreciate the quality of teaching they receive. Their consistent involvement in evaluating their own and each other's work helps them to develop an understanding of the aims of the school. They know how well they are doing, and what they need to do to improve. As at the time of the last inspection, there is a particularly close partnership with parents of pupils with special educational needs. Pupils join the second half of the spring term meeting between parents and teachers to discuss and agree targets for improvement.
24. Parents at the pre-inspection meeting strongly felt that the school was improving, that it was a happy school, and prepared to innovate. Many also stressed that many of these strengths were established at the time of the last inspection. Inspectors agreed with this view, and found that the school's present relationship with parents has been carefully developed from earlier very good work.

WHAT COULD BE IMPROVED

25. No major issues for improvement were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school has clearly thought-out plans to continue to improve and develop all aspects of its work.

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	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	8	4	0	0	0	0
Percentage	43	38	19	0	0	0	0

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	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	8.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	14	14	14
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	96 (85)	96 (90)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	13	13	11
	Total	24	25	23
Percentage of pupils at NC level 2 or above	School	92 (85)	96 (85)	88 (85)
	National	85 (84)	89 (88)	89 (88)

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

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	19	20	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	19	16	19
	Total	36	33	38
Percentage of pupils at NC level 4 or above	School	92 (86)	85 (73)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	19
	Girls	18	18	19
	Total	32	35	38
Percentage of pupils at NC level 4 or above	School	82 (86)	90 (77)	97 (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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	1

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)	7
Number of pupils per qualified teacher	28.4
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	61

FTE means full-time equivalent

Financial information

Financial year	2001-2
	£
Total income	393,874
Total expenditure	408,158
Expenditure per pupil	2,083
Balance brought forward from previous year	12,866
Balance carried forward to next year	-1,418

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	168
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	1	0
My child is making good progress in school.	54	43	1	0	2
Behaviour in the school is good.	60	39	1	0	0
My child gets the right amount of work to do at home.	37	44	15	1	3
The teaching is good.	59	39	0	0	2
I am kept well informed about how my child is getting on.	41	47	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	2	2	2
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	46	48	5	1	0
The school is well led and managed.	69	30	0	0	1
The school is helping my child become mature and responsible.	61	34	3	0	1
The school provides an interesting range of activities outside lessons.	37	48	10	5	0