

INSPECTION REPORT

ST MARY'S C of E PRIMARY SCHOOL

East Barnet

LEA area: London Borough of Barnet

Unique reference number: 101324

Headteacher: Mrs Mel Adams

Reporting inspector: Mrs Tusha Chakraborti
12603

Dates of inspection: 19th – 20th March 2003

Inspection number: 246115

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Littlegrove Off Church Hill Road East Barnet Hertfordshire
Postcode:	EN4 8SR
Telephone number:	020 8449 5856
Fax number:	020 8440 6517
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Eddie Thompson
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Primary is a Church of England voluntary aided school. It is average in size with 209 children on roll. The school is oversubscribed. Many pupils' families attend St Mary's Church or other local churches. Pupils start at the school with a range of ability, but initial assessment shows their overall level of attainment to be average. The proportions of pupils with special educational needs and those with statements are both above the national average. These pupils have a range of learning and behaviour difficulties. The children come from a variety of backgrounds including 77 pupils from ethnic minority heritages. Forty-two pupils speak another language at home, but most are fluent in English and only five pupils are at an early stage of learning English. The number of pupils entitled to free school meals is below the national average.

HOW GOOD THE SCHOOL IS

St Mary's is a very good school. The staff ensure that all pupils, whatever their background, specific needs or time spent in the school, benefit from the educational opportunities provided. Strong leadership and effective teamwork are successfully improving the quality of teaching and raising standards. Teaching is very good and this means pupils receive a very effective and rewarding education. Pupils work hard and produce high quality work especially in English, mathematics and science. Taking into account the high standards, very good teaching and the very effective leadership and management, the value for money provided by the school is very good.

What the school does well

- Standards in English, mathematics and science are well above the national average by the time pupils leave. Pupils produce high quality work in these subjects. All pupils make very good progress due to the school's good inclusion policy and very good provision for special educational needs.
- The educational provision in Reception (Foundation Stage) is very good and this means children make a very good start to their education.
- The high levels of good and very good teaching ensure that pupils make very good progress in gaining new skills and knowledge.
- The school fosters a very positive ethos and provides a very effective learning environment. As a result, pupils' behaviour and attitudes to work and the relationships throughout the school are very good overall.
- The leadership and management of both senior staff and governors are very good. The headteacher is providing very effective leadership and she is extremely well supported by the deputy headteacher and all staff.

What could be improved

- There are no significant areas for improvement. However, future developments are clearly identified in the school's development plan.

As there are no areas for improvement, there is no requirement for specific issues to be covered in a governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has made very good progress in improving the areas identified in the last report. It has also maintained a high standard of education over the years and improved the proportion of very good teaching. Co-ordinators have a good understanding of their roles and work hard to raise standards. Behaviour across the school is good and the playground is used very effectively to promote pupils' social skills and to provide equal access for all pupils. The school has a very good policy of equal opportunity for all its pupils, with due regard for gender, race and special educational needs. Appropriate schemes of work have been implemented systematically in all subjects. The library has been refurbished and updated efficiently to provide pupils with a good

range of resources for research work. The staff are all committed to the school's continued improvement and have a good capacity to achieve this.

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
	2000	2001	2002	2002
English	A	A	A	B
Mathematics	C	A	A	B
Science	A	B	A	A

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

Results in the Year 6 national tests in 2002 were well above average in English, mathematics and science compared with all schools. In comparison to similar schools, they were above average in English and mathematics and well above average in science. Results show the school is doing very well and they are rising in line with the national trend. Over the last three years, the results of boys and girls were above or well above average.

The 2002 national test results at the end of Year 2 were not as good as those for Year 6. They were lower than those in previous years because of high mobility in this year group and the particularly low level of attainment on their entry to the school. As a result, although pupils made very good progress over the previous three years, their attainment in the national tests was lower than that in the previous Year 2 cohort. The 2002 results were above average in writing but below average in reading and mathematics. Standards were average in teacher assessments in science. When compared with similar schools, standards were well below average in reading and mathematics and average in writing.

The progress pupils make whilst they are at the school is very good. Pupils across the school are reaching high standards in writing as a result of the school's focus on developing writing skills. The pupils' English work is of a high standard and their work in mathematics is well presented and accurate. Their work in science is also of a high standard and covers all aspects of the subject very effectively. The school met its targets for 2002 in English but not quite in mathematics.

Children in Reception make very good progress and are likely to exceed the expected standards for their age in all areas of learning. They quickly gain the skills to work independently and with each other in groups, and listen well to adults because of very good teaching in the reception class. This good preparation means that they begin Year 1 ready to tackle the National Curriculum with confidence.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and expect to work hard. They are enthusiastic about what they are learning and keen to take part in events.
Behaviour, in and out of classrooms	Good. Pupils are well behaved and quickly do as they are asked. They understand the importance of following class and school rules.
Personal development and relationships	Very good. Pupils readily take initiative, recognise what is right and wrong and are thoughtful and caring. Relationships throughout the school community are very good.

Attendance	Good. There is very little absence as pupils and parents understand the importance of attending school regularly.
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Pupils' attitudes, behaviour and relationships are strengths of the school and have a very positive impact on the quality of their learning and the progress they make. Pupils respect each other's feelings and beliefs. This makes a strong contribution to the school's positive ethos. Incidents of bullying are very infrequent and pupils confirm that on the odd occasion when they do occur, they are dealt with promptly and very effectively.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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 quality of teaching in English, mathematics and science is very good. Teaching in all the lessons observed was at least good, most being very good. The National Literacy and Numeracy Strategies are well established at the school and teachers use these imaginatively to make the lessons interesting to pupils. The teaching assistants and all other adults who work with pupils, including the caretaker, contribute very well to pupils' learning experience. Teaching of information and communication technology skills is consistently good. This allows all pupils to achieve well, produce high quality work and apply these skills well in other subjects. Teaching is also very good in the Foundation Stage.

Teachers' knowledge and understanding of the curriculum are very good and their planning meets the individual needs of their pupils very well. They have high expectations of pupils, which promote very good behaviour and effective learning. Class discussions are stimulating and lessons are consistently of a good pace. Questions are well focused and designed to involve all pupils in discussions. A wide variety of teaching methods is used to make lessons interesting and challenging. Learning objectives are shared with pupils so that they know what they are to learn. Pupils with special educational needs are taught very well and they benefit from well-planned, high quality individual support from the special educational needs co-ordinator (SENCO), support teachers and teaching assistants. Staff get to know each individual child well so that they can understand how best to support them and help them learn. Pupils of all ages understand that they come to school to work hard and readily concentrate and persevere. Year 6 pupils have very mature attitudes to their work and to the role they play in school, helping it to run smoothly and supporting younger children's learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils have a rich and varied experience at school. There are good opportunities to visit interesting places and take part in club activities.
Provision for pupils with special educational needs	Very good. All adults know pupils' needs very well and provide the right amount of support and challenge.
Provision for pupils with English as an additional language	Most pupils who speak English as an additional language do so very fluently and are supported as well as their peers. Those who are not fluent make good progress because of the effective support they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Special emphasis is given to promoting pupils' moral and social skills so that pupils develop responsibility and a strong sense of justice and fairness.

How well the school cares for its pupils	Very good. All adults in the school know every pupil well and do everything they can to promote the pupils' welfare and development. The health and safety of pupils is treated as a priority.
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Parents play an enormously important part in the life of the school, instilling in their own children the importance of learning and supporting in a variety of ways. The school caretaker makes an excellent contribution to all aspects of the school life and the staff, parents and pupils value this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's very clear direction ensures that changes and improvements are managed very well. The deputy and senior staff are instrumental in helping to ensure the school's aims are achieved.
How well the governors fulfil their responsibilities	Very good. Governors know the school well from visits and from the information they receive. They support the school, understand their corporate role well and are playing an increasingly important part in shaping the school's future.
The school's evaluation of its performance	Very good. Staff and governors constantly examine what they do in order to bring about improvement and maintain high standards.
The strategic use of resources	The school makes very good use of its staff and resources. Grants and other funds are used very effectively to meet the school's priorities.

The school has a sufficient number of well-trained teaching and non-teaching staff. The headteacher has developed a strong and capable team who have successfully maintained the school's ethos, raised standards and maintained a commitment to professional development and improvement since the last inspection. She is supported very well by the deputy headteacher in ensuring that the subject co-ordinators are fulfilling their role effectively. The accommodation has been much improved in recent years and now provides a very good learning environment. Learning resources are good. The school applies the principles of best value very well in all spending decisions, and closely monitors their impact.

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 high standards that their children achieve because they are expected to work hard. The very good quality of teaching. The good behaviour. The ethos of the school: the family atmosphere, which means that older and younger children know each other well. The good partnership between school and parents. The fact that the school is well managed. The approachable staff. 	<ul style="list-style-type: none"> The range of extra-curricular activities. A very small minority of parents feel that the amount of homework is insufficient.

Almost all parents hold a very high opinion of the school. Inspectors support their positive views. They find that the use of homework is good and the amount given is appropriate, consistent and relates well to the work being done in class. Inspectors also find that the school provides a good range of extra-curricular activities for pupils across the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national average by the time pupils leave. Pupils produce high quality work in these subjects. All pupils make very good progress due to the school's good inclusion policy and very good provision for special educational needs.

1. Results in the national tests for Year 6 show the school is doing very well. Work observed in lessons and seen in books is also very good, showing very good progress. The school's performance in English, mathematics and science in the 2002 National Curriculum tests at the end of Year 6 was well above the national average. Nearly all pupils reached the level expected for their age (Level 4) with 41 per cent attaining Level 5 in English, 38 per cent in mathematics and 58 per cent in science. This also indicates how well the school is providing for pupils with special educational needs and those with English as an additional language. Achievement in English is particularly good with pupils making rapid progress. Over the four years 1999 – 2002, test results have improved significantly in mathematics and remained consistently above or well above the national average in English and science, keeping pace with the rise in standards nationally.
2. The pupils' English work is of a high standard, particularly in writing, where a wide range of styles and writing for different purposes, including very creative poetry and story writing, is covered. Poetry in particular is promoted in a variety of ways: pupils read poetry and are encouraged to write their own poems. They present their poems in attractive displays across the corridors and classrooms. Effective cross-curricular links with other subjects, such as art, enhance pupils' imaginative use of words from an early stage. For example, pupils in Year 3 wrote acrostic poems linked to the paintings of Monet. Year 3 also wrote acrostic poems about winter and pupils in Year 6 wrote Haiku and Personification Poems.

Year 3 Acrostic Poems

Magnificent flowers
Ornamental trees
Nice fresh air
Everywhere bushes and trees
The water is still

and

Winters cold
Icy and bold
Nights are bright
Twinkling sight
Every day
Robins play

Year 6 pupils wrote

Winter Haiku
Spring is near
Cold white snow starts to clear
Winter disappears

and

Personification Poem
The Sea
I am here
As blue as the sky
Shivering as the breeze moves on
Hitting the shore hurts
So do the people treading over me

3. Pupils throughout the school produce a considerable amount of work in the time available. This is because teachers are very skilful at setting pupils clear tasks with very precise time limits. Teachers explain tasks so well that pupils understand exactly what is needed and begin their work without extra clarification or help. This is an attribute of the very good teaching in English throughout the school and develops pupils' ability to work hard, persevere and complete work, all of which contributes well to their very good progress and standards. In every year, pupils' English books contain a very good quantity of neat and well-presented work, which covers a wide range of tasks, indicating a broad and balanced English curriculum. This work is of a high quality and well marked, often giving pupils targets for improvement and useful advice. This reflects the concern and attention taken by both pupils and teachers.
4. Pupils also produce a great deal of well-presented and accurate work covering all the aspects of the mathematics curriculum. This means that pupils not only do well in the national tests, but also get a very broad mathematical experience covering a very wide range of topics. Successful introduction of the National Numeracy Strategy has meant that pupils' skills in mental

mathematics are developing very well. They are confident with fractions, decimals and percentages and use their knowledge effectively when problem solving in mental mathematics. Pupils have a good understanding of perimeter and identify symmetries of two-dimensional shapes. In a Year 6 lesson, pupils showed good understanding of the mathematical terms 'mode' and 'median' and recognised that these were types of averages.

5. In science, pupils have a good idea of scientific methods and can explain fair testing. For example, in a Year 6 lesson, pupils experimenting with the effects of light on shadows recognised that shadows always get bigger as the object comes nearer to the sources of light. One group identified a pattern in the way distance affected the size of the shadows. In Year 2, pupils investigated how exercise affected the function of the heart. Pupils' work shows that they are able to predict the results of their investigations: for example, predicting what will happen to seeds sown under differing conditions. Pupils learn appropriate use of scientific vocabulary - for example, 'vibration', 'friction' and 'gravity' - and they successfully use the computer to present the results of their investigations, for example on dissolving salt.
6. Children get a very good start in the Reception class and the very effective teaching they receive has a very positive impact on the progress they make and their attainment. They are making very good progress and by the time they enter Year 1, most are likely to exceed the standards expected of this age. Right from their earliest days in the school pupils are expected to learn, to develop their understanding through play and to work hard. They have begun to develop very good knowledge of punctuation for their age because whilst reading to them, adults point out features such as capital letters and full stops. Children are happy to read to an adult or a visitor, describing the pictures confidently.
7. Provision for the pupils with special educational needs is very good. A particularly strong feature is the partnership between the special educational needs co-ordinator (SENCO) and the class teachers which leads to the early identification of pupils who have a range of difficulties. As a result these pupils achieve very well.
8. Pupils across the school are developing information and communication technology skills rapidly and successfully since the establishment of the computer suite. They use the skills they learn well to support and enhance their learning in other subjects, such as mathematics and science. In other subjects also, pupils respond well to challenge and produce good work.

The educational provision in Reception (Foundation Stage) is very good and this means children make a very good start to their education.

9. Children in the Reception get a very good start to their education. They come from a number of local nurseries and start in Reception in the academic year in which they are five. The school has very effective links with these nurseries and this helps staff in the Reception class to gain an early understanding of the children. They are very good in explaining to parents the nature of the learning experiences their children are going to have in the Reception class. This helps children to settle quickly into school and parents appreciate this arrangement.
10. All staff in the Foundation Stage have a very good understanding of the learning needs of children of this age. They assess children in their personal skills and their language and mathematical development. Very good emphasis is placed on developing children's communication, language and literacy skills as staff recognize the important part language plays in fostering their learning in other areas of the curriculum for this age. Stories are used well to stimulate children's imagination as well as to encourage their understanding of print and language development. Books are attractively displayed in the classroom and children are encouraged to browse through them to understand that print tells stories. Children are taught phonics very effectively and this develops their reading skills very well. During the inspection, children were seen to be able to link sounds to letters very successfully by identifying the initial and final sounds of the given words. They then learnt the vowel sounds within the words and read out the words. In an activity for mathematical development children learnt and used instructional language very effectively, while giving direction to a 'Roamer' – a programmable robot. They enjoy the story-telling session at the end of their day in school. They listen to the stories with a great deal of interest and concentration and predict what happens next, building

successfully on their prior knowledge of the stories. They are developing very good independent reading skills. For example, during their daily session, children sit in the book corner and read books individually or in pairs. Most are confident in telling a story using the pictures and familiar words.

11. Staff plan many highly effective and creative activities to promote children's learning in other areas of learning, in accordance with national guidance. Children use a range of printing tools and media, for example, to print two-dimensional shapes and this proves effective in developing their early understanding of shapes and measurement. A further key feature of teaching is the good use that staff make of structured imaginative play, often linked to the planned themes. In the 'home corner' children have good opportunity to dress up and play with a good range of equipment. This makes a strong contribution to their personal, social and emotional development, particularly in how they play with and relate to their peers.
12. Other features of high quality education that children receive include effective day-to-day assessments of children's progress and the staff use this information very well to plan the next steps in their learning. Relationships with the children are very good and this makes them feel safe and happy during their time in the school. There is a good induction arrangement to the Reception class which helps children to gradually build up to full time education in their first half term for older children, and by January for the summer born children. There are good transitional arrangements between Reception and Year 1, enabling children to gradually take on the Literacy and Numeracy strategies and the National Curriculum.
13. As a result of the high quality provision in the Foundation Stage, all children, including those with special educational needs and those who speak English as an additional language, are making very good progress. By the time they start in Year 1, most are likely to exceed the expected standards in all areas of learning.

The high levels of good and very good teaching ensure that pupils make good progress in gaining new skills and knowledge.

14. The quality of teaching throughout the school is very good overall. The consistency in teaching is one of the main reasons why pupils do so well. Teachers not only inspire and interest pupils, but they also demand a great deal of them. Teachers introduce their pupils to a wide curriculum and expect them to complete a substantial amount of good quality work. Pupils are given good support and guidance with their learning and are taught good work habits and strategies to help them. Pupils respond positively to these demands; they are keen to do well and also know that their parents expect them to achieve their best. One of the most effective strategies teachers use to interest pupils is the way they quickly involve them in the lesson, using a range of techniques and resources including singing, individual whiteboards and sensitive questioning.
15. Children in the Reception class are introduced to literacy very well. Lessons are kept short with one main theme, such as sharing a big book, and involve the pupils fully throughout. During one such high quality session the teacher read very expressively and insisted on total concentration from the children. Her skilful teaching encouraged them to make good links between things they already knew and new information. Children contribute well in group discussions, describing the pictures in a storybook, often sequencing the events correctly, and using the word 'then' appropriately. They understand how to control a programmable robot, giving directions like 'forwards' and 'backwards'. Well-organised activities help children to learn most effectively. By having the children in groups, rotating around the different activity areas, time is used very well and good levels of concentration and interest maintained. Children show good standards of speaking and listening skills in imaginative role-play.
16. Teachers have a very good knowledge and understanding of subjects and this helps them to set challenging and interesting work. For example, in a Year 5 English lesson, pupils who had been planning, composing and editing explanatory texts, cleverly guided by the teacher, identified clarity and impersonal style as the important features. Pupils' work habits were very well developed and were evident in many ways. They quickly got on with the task and were happy to work with whomever they had been asked to. They all played a part in the discussions, taking turns to talk and to listen. Pupils completed a lot in the time available. During the lesson the

teacher's comments were very perceptive and well directed so everyone knew why something was good. In a Year 6 literacy lesson, the teacher's very good subject knowledge meant that pupils were guided very successfully in analysing texts to recognise how authors develop the characters and learning to use new vocabulary imaginatively.

17. Imaginative and interesting work is a strong feature of many lessons. Teachers provide pupils with activities that stimulate their interest and help them concentrate on their work. For instance, in a Year 3 information and communication technology (ICT) lesson pupils were asked to search a computer database to answer simple questions about a file. Pupils were fascinated by this and learned a great deal about how information can be collected, organised and stored in an organised way. This was also evident in a lesson in Year 1 where pupils successfully learnt how to use their information and communication technology skills to create a pictogram and present information graphically. The care teachers take in preparing their lessons means that pupils are always eager to be involved and learn more.
18. Teachers use good questioning techniques to assess pupils' progress in lessons and their thoughtful and supportive manner allows pupils to question them in return. This mutual respect brought about by good teaching and good learning is a very positive aspect of lessons and contributes significantly to the good standards.
19. Relationships between pupils and their teachers and teaching assistants are very good and based on mutual respect. This means that pupils feel their efforts are valued and this encourages them to try hard. These positive relationships allow teachers to promote pupils' attitudes to work very successfully. For example, Year 2 pupils reading 'How To make a Snowman' made their own flowcharts successfully as a preparation for instructional writing. The teacher handled the pupils' enthusiasm and interest extremely well so that they made important links in their understanding and learnt new information. In Year 4, the good relationships and the teacher's enthusiasm for the texts they were reading together as a class enthused everyone and ensured that they made good progress in understanding the use of adjectives in order to write for different purposes, such as diagrams for instructional writing.
20. Another, and very important, factor in the very good teaching is that teachers manage pupils very well by always expecting the best of them and being sensitive to their needs. The good behaviour and enthusiasm of pupils are a direct result of the good relationships they have with their teachers and the atmosphere of mutual trust and respect seen in many classes. This was illustrated well in many lessons across the school.
21. Teachers are also very effective at getting pupils quickly involved in their work so that they make the best possible use of time. In a Year 1 mathematics lesson the teacher used well-rehearsed routines effectively to consolidate knowledge and to make sure pupils were quickly involved in their work and that no time was wasted. Pupils started by identifying two-dimensional shapes according to the number of sides and then sorted these into a 'Venn' diagram. They concentrated with great effort and, later on, counted forwards and backwards in tens to 100 accurately. The teacher moved briskly through a range of activities and pupils learnt quickly. The work set during the rest of the lesson was explained very well so that it was very clear what they were expected to do.
22. Pupils who have special educational needs are taught very well. The SENCO, teachers and teaching assistants work together very effectively to support pupils who need extra help. Pupils have appropriate individual education plans that are understood by their class teachers. Teachers plan work at appropriate levels of difficulty to suit different pupils in the class. Pupils with special educational needs are keen to work hard and this helps them to learn and achieve very well. Pupils who speak English as an additional language and are at an early stage of learning English receive very good support from the teachers and the teaching assistants and they make very good progress in learning English.

The school fosters a very positive ethos and provides a very effective learning environment. As a result pupils' behaviour and attitudes to work and the relationships throughout the school are very good overall.

23. The ethos of the school, including its religious nature, the importance placed on spirituality and the links with the church, is directed towards helping pupils develop self-confidence and self-esteem and understanding their responsibilities. Pupils are given many opportunities to develop their social skills and a strong sense of responsibility. High levels of commitment by the whole school community and the successful implementation of an effective inclusion policy ensure that the school manages the emotional, physical, medical, social and educational needs of pupils very well and maximises the personal development and academic achievement of all its pupils.
24. Assemblies play an important part in creating the school's positive ethos and the way pupils are encouraged to see themselves and others. They are valued parts of the day and contribute to the enjoyment pupils get from being at St Mary's. Pupils' achievement is celebrated in one assembly time each week. This was seen in an assembly where pupils, chosen by their teachers, were recognised, praised and awarded certificates for their achievement in various areas including the curriculum and personal and social development. The teachers explained the reasons for their choice, ensuring that all pupils were valued for their efforts and achievement. Assemblies are also used effectively to focus on stories from the Bible, involving pupils very well in acting them out, such as the stories of 'The Prodigal Son' and the Jewish Festival of Purim. Pupils listen in absolute silence, with total interest and behave in a responsible way.
25. In lessons, pupils are often asked to reflect on the spiritual, moral, social and cultural implications of events or ideas they are considering. Pupils have a strong sense of justice and fairness which is encouraged when they are debating ideas in lessons as well as through their behaviour to one another. They happily discuss important issues that affect most of the population of the world as well as their own personal ideas. Many have strong views about world dilemmas, including environmental and ecological dangers. Teachers are very concerned to treat pupils' ideas with sincerity and seriousness so the pupils feel valued and respected.
26. Teachers have very good relationships with their pupils and treat them with great respect. This was evident in all lessons. Teachers and classroom assistants all work effectively to create a positive climate for learning where everyone is valued. This was evident right from the Reception class, where the supportive relationships create a good, calm working environment in which children develop confidence and independence.
27. Pupils respond very positively to their teachers: they behave well, are always polite and listen carefully. The youngest pupils, new to school, settle very quickly to their work and are attentive because of the very careful way staff establish routines and make clear what they expect. Pupils behave well both in class and around the school and they are given responsibilities such as taking the class register to the office or helping with the arrangements for assembly. Pupils enjoy being trusted and carry these tasks out very well without adult supervision. Personal, social and health education lessons also play an important part in promoting pupils' personal development. Work on food and diet, for example, gives pupils a good understanding of healthy eating.
28. The school is very successful in promoting pupils' self-esteem. This is partly because of the respect teachers have for their pupils but is also because everyone is valued as an individual. This respect for the individual is evident in much of the work of the school: through its celebration and promotion of Christian values as well as different faiths and beliefs of world religions.
29. During the course of every year pupils choose a charity and take part in raising money for, for example, 'Jump Rope for Heart' for the British Heart Foundation and fund-raising for National Children's Homes, Children's Society and LEPR. In addition, pupils also arrange their own fund-raising, such as cake sales for a special care baby unit. The staff are keen to encourage these ideas and over the year the pupils raise a good deal of money for charity.
30. Productions, plays and musical events also play a very important part in establishing the school's ethos and values. These are of high quality and not only enhance the quality of the curriculum but also give pupils good opportunities to be involved and excel in activities beyond the classroom.

The leadership and management of both senior staff and governors are very good. The headteacher is providing very effective leadership and she is extremely well supported by the deputy headteacher and all staff.

31. The headteacher and senior managers work very well together to lead and manage the school. Calm, determined leadership and a clear view of what needs to be done, lie at the heart of the school's success. A good example of this is the way teaching and learning have become central to the school's efforts to raise standards. There has been an emphasis on making sure that all pupils are given work that stretches and interests them. This has been successful because of the way the headteacher has created a climate in which all teachers are valued and made part of the team. Management tasks are allocated appropriately to subject co-ordinators and the work of all teachers is monitored and evaluated carefully. The subject co-ordinators understand their part very well in monitoring teaching and learning and identifying what is working and what needs to be improved. Overall, the way the school is led and managed makes a very effective contribution to the high standards and to the school's positive climate for learning.
32. One of the strengths of the school is the way in which staff and governors work together as a team. This is evident in the way in which the governing body carries out its role. There are named governors with responsibility for literacy, numeracy and special educational needs. All governors take their responsibilities very seriously and most of them regularly visit classes to support staff and monitor the quality of education the children receive. The Chair of Governors has a clear view of the school's provision and of its strengths and weaknesses. The governing body is involved well in setting a school improvement plan that identifies areas for development as well as how to address any weaknesses and this enables them to bring about further improvement very successfully.
33. The school has a thorough approach to financial planning. Educational developments are prioritised and supported very well through careful financial planning. Funds earmarked for specific purposes are spent appropriately and monitored very effectively. The finance administrator deals with the financial administration of the school efficiently and provides the headteacher and the governors with detailed reports to assist them with monitoring the budget. Procedures for signing orders, receipts and invoices are good and implemented efficiently. The governors apply the principles of best value very effectively to all their spending decisions. They ensure that money is spent effectively by choosing goods and services that represent the best value for the school and closely monitor their impact on school improvement. For example, the school building is now much improved and provides the much-needed space for teaching all subjects effectively. This has a very positive impact on standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. There are no significant issues for improvement. The school has successfully identified its strengths and what needs to be accomplished to further improve standards. The school development plan provides a very clear and appropriate picture of the school's future aspirations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	7	0	0	0	0
Percentage	0	61	39	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 five 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)	209
Number of full-time pupils eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	42

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
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
	2002	19	10	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above*	Total	27	28	27
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (90)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above*	Total	27	25	27
Percentage of pupils at NC level 2 or above	School	93 (97)	86 (97)	93 (97)
	National	85 (85)	89 (89)	89 (89)

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

*The number of pupils by sex is not included in a report if there are 10 or fewer of either gender.

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
	2002	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	14	12	15
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	91 (97)	84 (87)	97 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	13	12	14
	Total	28	26	30
Percentage of pupils at NC level 4 or above	School	88 (87)	81 (83)	94 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	87	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	54	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Financial information****Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	144.75

Financial year	2001/2002
	£
Total income	629,069
Total expenditure	599,203
Expenditure per pupil	2,662
Balance brought forward from previous year	51,986
Balance carried forward to next year	29,866

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	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	209
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	0
My child is making good progress in school.	54	43	2	0	0
Behaviour in the school is good.	45	50	4	0	1
My child gets the right amount of work to do at home.	38	51	10	0	1
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	56	36	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	1	0
The school expects my child to work hard and achieve his or her best.	56	42	1	0	1
The school works closely with parents.	49	41	9	1	0
The school is well led and managed.	60	36	0	0	4
The school is helping my child become mature and responsible.	51	45	1	0	2
The school provides an interesting range of activities outside lessons.	19	42	28	2	9

Other issues raised by parents

The parents were unanimous in their praise of the caretaker, as a valuable asset to the school. Inspectors fully agree with the parents in that the caretaker makes a significant contribution to all aspects of the school life, for example, preparing and maintaining the computer suite, supporting pupils in lessons, accompanying pupils on school trips and residential visits and being an active governor, in addition to his normal duties.