

INSPECTION REPORT

**ST PAULINUS CHURCH OF ENGLAND VA
PRIMARY SCHOOL**

Crayford

LEA area: Bexley

Unique reference number: 101454

Headteacher: Mr A M Higgins

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 30 June – 1 July 2003

Inspection number: 246124

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Iron Mill Lane
Crayford
Kent

Postcode: DA1 4RW

Telephone number: 01322 523236

Fax number: 01322 559007

Appropriate authority: The Governing Body

Name of chair of governors: Mrs B O Gray

Date of previous inspection: 23 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8798	Dennis Maxwell	Registered inspector
9010	Gail Ellisdon	Lay inspector
19227	Paul Missin	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paulinus Primary is a church school for pupils aged four to eleven years. It is of similar size to other primary schools, with 211 pupils on roll from Reception to Year 6. It is a popular school, situated centrally in Crayford, and serves families in the local and wider community, whose socio-economic circumstances are similar to those found nationally. The children's attainment on entry to the school is above average. Fewer pupils than average are known to be eligible for free school meals. There are very few pupils whose mother tongue is not English. Fewer pupils than usual enter or leave the school other than at the usual times. The percentage of pupils who are identified as having learning difficulties is average. Most of these pupils are at an early stage in the special educational needs system. The school gained School Achievement Awards for excellence in 2001 and 2002, and has achieved the Basic Skills Quality Mark.

HOW GOOD THE SCHOOL IS

St Paulinus offers a very good challenging and stimulating education for the pupils. The school is very successful, and its strengths and energy are channelled towards high achievement through the vision and leadership of the headteacher and staff. The good teaching has a direct impact on pupils' learning so that they achieve well and reach above average standards by Year 2 and well above average standards by Year 6. The quality of the curriculum is very good overall and the use of information and communication technology (ICT) to promote pupils' learning is outstanding. A strong Christian ethos permeates the life and work of the school, giving a focus to pupils' personal as well as academic development. The striking stained glass windows in the school hall illustrate this. The headteacher and senior staff provide very good leadership and management, complemented fully by the governing body. They have established very good monitoring and evaluation procedures which are used to give strong direction for the development of the school. The school gives very good value for money.

What the school does well

- Standards are well above average by Year 6. Pupils achieve well owing to the good teaching and challenging nature of tasks. Higher-attaining pupils produce many examples of good quality work.
- Pupils' personal development is excellent. The school's provision is very good and encourages pupils to be considerate to their friends and to think of others.
- The curriculum is rich, well balanced and highly inclusive. Assessment procedures used to check on pupils' progress are very good.
- Parents have a very good opinion of the school and welcome the very good partnership. Parents are highly involved in their children's learning.
- The headteacher, deputy, senior staff and governors share a common purpose for the school and give very good leadership and management.

What could be improved

- The development plan does not fully reflect the aims and values of the school as a basis for action.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has made very good improvement since then in tackling the identified weaknesses and in continuing to improve the quality of provision. The school now has rigorous monitoring procedures to track pupils' progress and the impact of agreed policies. The subject leaders have extended their expertise through relevant training and opportunities. Schemes of work provide good progression of knowledge and skills. Standards in ICT have improved substantially and the length of the taught day meets national guidance. In addition, standards overall have improved significantly. The investment in ICT facilities is highly effective in promoting pupils' learning and teachers use them imaginatively in their work with the pupils.

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	A*	A*	A*	A*
Science	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

By the end of Year 6 pupils are, on average, about one year ahead of the standard expected. Standards in the work seen are above average by the end of Year 2 and well above average by the end of Year 6 in English, mathematics and science. Pupils achieve well through the school. Current standards indicate a good improvement in English by Year 6 and very good improvement in mathematics and science since the last inspection. At Year 2 pupils write with expressive language in well-structured English and have very good skills of mental calculation. By Year 6 pupils write in a good variety of styles and have a very good understanding of grammatical form. Their understanding of mathematical relationships is very good and their extensive scientific knowledge is based on many challenging experiments. Pupils with learning difficulties make good progress in relation to their capabilities through well-targeted support. There is evidence of good quality work across the subjects in all years, notably by the high-attaining pupils, and evidence indicates that standards exceed the expectation in all subjects.

The table above shows that standards in the national tests in Year 6 were very high in mathematics and in the highest five per cent nationally. Standards were well above average in English and science. In comparison with schools having a similar proportion of pupils entitled to free school meals, standards were again very high in mathematics, well above average in science and above average in English. It is significant that in relation to their attainment when they were in Year 2, the Year 6 pupils' progress was very high for the 2002 cohort. The unconfirmed results for Year 6 pupils in 2003 indicate that standards in the national tests are very high. The school met its targets for English and mathematics in 2002 and is on course to meet the challenging targets for 2003. The trend in standards has been broadly in line with the nationally improving trend. By the end of Year 2 standards in the national tests of 2002 were well above both the national and similar schools' averages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle their work with enthusiasm and concentrate very well; as a result, they achieve well.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to the high expectations for considerate behaviour. In lessons there is often a good buzz of work-related discussion.
Personal development and relationships	Excellent. Pupils enjoy taking responsibility. Relationships are particularly strong; for example, the arrangement for pupils in Year 6 to share books with Reception children builds confidence and understanding.

Attendance	Excellent. Children come eagerly to school to be with friends. There is a high expectation that they will get interesting work to do.
------------	---

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

Teaching and learning are good through the school, supported by the pupils' very strong learning ethos. This indicates good improvement since the last inspection. The quality of teaching in Years 2 and 6 is very good, with many positive features, and has a strong impact on learning so that pupils achieve well. Teaching is satisfactory overall in Reception, with good indications of improvement as the new teacher applies her own ideas and organisation. Teachers have high expectations of pupils. The teaching of English and literacy and of mathematics and numeracy is good. Teachers often pitch tasks at a standard beyond that usually seen, with a very good emphasis on opening children's minds by extending their appreciation of literature and of mathematical relationships. Teachers' planning and methods usually take good account of the differing learning needs of all groups of pupils, including those with learning difficulties and the high-attaining pupils, although occasionally the different expectations are not made clear. The teachers make excellent use of the ICT facilities, which have added considerably to their repertoire of teaching strategies. Learning is often promoted strongly by pupils conferring together to work out a problem, for example in deciding how best to weigh objects in water. Teachers frequently provide good opportunities for pupils to apply their literacy, numeracy and ICT skills. The classroom assistants contribute well to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Provision for English, mathematics, science and ICT are strengths. Work in design and technology at Year 6 is also of high quality, for example.
Provision for pupils with special educational needs	The school has very good arrangements to identify pupils with any form of learning difficulty and targets provision accurately.
Provision for pupils with English as an additional language	The few pupils with English as an additional language take a full part in activities. They are encouraged to contribute well in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Special areas in the school reflect the priority given to spiritual experience. Assemblies and links with the church are strong, illustrated by the curate's discussion about the significance of her robes, for example. Pupils respond to the very clear social and moral framework by acquiring their own self-discipline. Pupils' cultural understanding is given wide and very good attention.
How well the school cares for its pupils	Good, well-established procedures ensure the care, welfare and child protection of pupils. Assessment procedures in Years 1 – 6 are very good; for Reception they are at an early stage.
How well the school works in partnership with parents	Parents have a very good opinion of the school, which is well justified. There is a productive partnership, where many members of the

	community give support.
--	-------------------------

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher makes very detailed evaluations of the school's strengths and areas for development. Members of staff promote the school's priorities with a clear focus on high quality learning experiences that promote high standards, although the improvement plan does not fully reflect the school's aims and values.
How well the governors fulfil their responsibilities	Very good. Governors have effective ways of forming an independent view of provision and give very good direction. They act as caring, critical friends.
The school's evaluation of its performance	Very good. The school has well established procedures for monitoring and evaluating provision. Members of staff base their decisions on making best provision for the children.
The strategic use of resources	The governors, with strong support from parents, have made many significant improvements to the accommodation over the years, such as the excellent practical room and the ICT facilities. These are used very well to create a rich learning environment and promote high standards. The governors apply the principles of obtaining best value very well. Accommodation is excellent; staffing and resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents think their children like school and are helped to become responsible. • Children are expected to work hard so that they make good progress. • They think behaviour and teaching are good. • They feel able to mention a problem, that the school works closely with them and that the school is led well. • They think there is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • A few parents feel their children do not get the right amount of work to do at home. • A few parents do not feel well informed about how their children are getting on.

The inspectors agree with the parents' positive views about the many strengths in provision and standards. The homework policy is applied sensibly and consistently, and allowances are made for pupils who have difficulty in completing it. The opportunities for informal contact are excellent. Routine means of informing parents about how their children are getting on are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average by Year 6. Pupils achieve well owing to the good teaching and challenging nature of tasks. Higher-attaining pupils produce many examples of good quality work.

1. Standards in the work seen in English, mathematics and science by Year 6 are well above average, indicating good improvement since the last inspection. These very good standards derive from the progressive development of pupils' knowledge, skills and understanding from when they first enter school in Reception. Well-chosen tasks, offering interest and challenge, give pupils the opportunity to extend their understanding and to apply existing skills. There are many good opportunities for pupils to apply their developing literacy or numeracy skills in other subjects, helping to give purpose and meaning to more formal work. Good teaching through the school, notably in Years 2 and 6 where the quality of teaching is usually very good, motivates pupils to learn. As a result, pupils achieve well and have the confidence to tackle new work in an organised way. The arrangements to provide extension work to challenge and support the higher-attaining pupils, representing a significant investment, is very successful. As a result of this support, the higher-attaining pupils produce many examples of good quality work. The support has a positive impact on subjects across the curriculum.
2. In English, by Year 2 pupils have experienced writing for a good variety of purposes. They build well on the early skills gained in Reception and Year 1, for example through the good opportunities for speaking and listening and the beginnings of early writing. Year 2 work includes poems about the sea, descriptive writing, examples of factual writing about a character such as Florence Nightingale, and tongue twisters to enjoy language and story writing. The good teaching places clear emphasis on basic grammatical forms, as well as developing pupils' enjoyment of literature. This was shown in a very good lesson in Year 2 where the teacher discussed funny book titles. All pupils were challenged and extended, and the high level interactions with the teacher improved their learning. Pupils are introduced to many literacy skills, for example how to plan a story, the use of descriptive words and describing a character. These are applied successfully as pupils write; they show good attention to punctuation and write in a fluent writing style. An example of extension work in Year 2 focused on story openings. Here a group of high-attaining pupils looked critically at the work which one pupil had done. They identified good descriptive words and discussed interesting connectives. The good provision added significantly to the very good standards the pupils attained.
3. In Year 4, the teacher demonstrated good subject knowledge as she asked perceptive questions about how information is presented in advertisements. The effective, well-managed lesson ensured pupils made good progress in their learning. The teacher used some very good strategies such as having pupils confer in pairs, which they did enthusiastically and confidently. In Year 5, pupils read with understanding, for example from 'The Mouth Organ Boys', and with good expression. They understood and discussed similarities and differences between our society and that of the West Indies described in the book. By Year 6, pupils have made substantial gains in a wide range of skills. In an effective lesson focusing on empathetic writing, the teacher discussed a letter written to an 'agony aunt'. The pupils listened very attentively and demonstrated good understanding of some features of empathetic writing, making good gains in learning as a result of the effective teaching. A few areas for teachers to consider for further development include: the time taken in the use of paired discussion for relatively minor points, and providing opportunities for pupils to explain their ideas before the teacher gives an explanation. Overall, an analysis of pupils' work and observation of lessons show that by Year 6 pupils achieve well. They have a very good understanding of grammatical form for their age, they write in a good variety of styles and they demonstrate an appreciation of language – all these qualities derive from the impact of thorough and effective teaching.

4. In mathematics and science pupils also achieve well as a result of the impact of good teaching. Their good experiences in Reception, such as water play with ice cubes or rolling marbles down a zig-zag guttering track, build their understanding of materials, number and shape. By Year 2 pupils have good numeracy skills. Most pupils double or halve numbers confidently and the higher-attaining pupils have the skills to find the total in a group if, for example, a quarter of them is 6 items. The very good use of the ICT demonstration white-board led pupils to recognise that you cannot halve an odd number; one pupil explained this very clearly. In a science lesson in Year 3, where both the class teacher and the teacher providing extension work contributed, pupils were challenged well to investigate whether all materials cast shadows of the same brightness. The pupils' very good interest and behaviour led to much focused discussion on how to set up their experiment and how to record their results. Careful discussion with the teacher led to agreement for a number grading, where the higher-attaining pupils were expected to use a five-grade system. The extension teacher's very good subject knowledge was shown in a Year 5 lesson. Pupils weighed objects in air and in water, taking accurate measurements and recording results correctly in a table. They demonstrated good investigational skills overall, although by being given all the resources there was some lack of challenge and expectation for pupils to set up their investigations independently.
5. A lesson in mathematics offered a high level of interest. The Year 6 pupils enjoy a challenge and are keen to take it up. Reminding them about sequences of numbers, the teacher projected a computer image of a number machine onto the electronic interactive whiteboard. Their interest was immediate, trying to decipher what the different buttons and windows were for. Through high level questioning the teacher challenged pupils to predict following numbers using the control buttons. They soon found if the step was 1 and the 'Go' button clicked, the numbers 0 1 2 3 4 5 6 appeared in sequence. "What if we have a step of 2?" she asked. The teacher now added an unexpected challenge that created an excellent focus for mathematical thinking. Beside the 'step' window was an 'increment' window, which she set at 1. Lively discussion and rapid learning ensued about the effects of this on the steps and hence on the sequence. Pupils gradually realised that if the steps were incremented by 1 each time to give +1, +2, +3 the sequence was... 0 1 3 6 10 and so on. Several recognised this as the 'triangular' numbers and went on to experiment with an increment of 2.
6. Pupils' previous work shows very good standards by the end of Year 6 in mathematics and science, with many pupils' subject knowledge exceeding expectations. Much work is set at Level 5 and provides good challenge so that pupils achieve well. The standard of presentation is high and shows the effects of much good quality teaching. No written examples of investigational work were seen, however.
7. Standards in ICT are above average, showing very good improvement since the last inspection. Pupils have quick mouse control and their keyboard skills are generally accurate and fluent. In a very good lesson in Year 6, pupils wrote a simple control program to turn traffic lights on and off in sequence. After a very clear introduction showing traffic lights at a bend in the road before a bridge, the pupils tackled the problem of building a program that corresponded with the traffic light sequence. Most pupils understood well how to put in a delay so that the lights stayed on for an agreed length of time, and gradually solved the problem of having the red and amber on together. The higher-attaining pupils set up procedures using a superlogo program, demonstrating very good understanding of the problem and features of programming. The combination of very good teaching and pupils' attitudes led to rapid learning as pupils tackled the challenging problem. A similarly very good lesson on making a fairground ride, where pupils showed good application of their ICT skills, demonstrated a thorough approach to the processes of design and technology. Pupils explained their use of motors and gears confidently and were very enthusiastic about their work. A combination of lesson observations and analysis of pupils' previous work shows that standards are above average, with many examples of good quality work.

Pupils' personal development is excellent. The school's provision is very good and encourages pupils to be considerate to their friends and to think of others.

8. Pupils' personal development is excellent. This is shown in very many ways but is illustrated well by the shared reading between Reception children and Year 6. The older pupils take the activity seriously and try their best to make the stories interesting for the younger ones, taking some pleasure themselves in reading books again they have not seen for years. This thoughtfully provided activity gives the younger children valuable friendships with older pupils, helps to remove anxieties and gives an excellent role model for their own development.
9. School assemblies set out the school's values in an understandable way. Achievement is celebrated appropriately and there is a strong emphasis on moral and social behaviour. Thus in the infant assembly, a simple role-play by two children about 'falling out' emphasised how both children were upset but how it was all put behind them the next day. The school assembly, taken regularly by the clergy from the eponymous church, gives clear messages about the Christian church and faith. The newly ordained curate, for example, spoke about the significance to her, as well as the whole church, of the robes she wore. Pupils are helped to reflect on their own lives and to consider those who are less fortunate. In a highly symbolic and practical expression of their consideration of others, pupils have undertaken to raise £40 a month to support two pupils at school in Malawi. They show excellent initiative and responsibility, finding many ways to raise small amounts which together reach the monthly target.
10. Within the more formal setting of lessons, pupils demonstrate very good attitudes and behaviour. Children in Reception are helped to understand social behaviour through their class discussions. They listened attentively to the story of Elmer the Elephant, who is multi-coloured, and offered a few ideas about how he may have felt. The clear message, that being different is to be celebrated, was introduced thoughtfully to the children, who showed good skills in listening to what others have to say. In Year 1, a music lesson taught with enthusiasm and enjoyment encouraged pupils to try their hardest to use their voices expressively. By Year 2, most pupils maintain their concentration well, for example in making copies of patterns seen during their visit to the adjacent church. In their English lesson, their very positive attitudes and behaviour supported their learning very well. While one pupil read a story confidently, the others recognised how words in the new story had been changed from the traditional tale and appreciated the changed meanings.
11. The personal, social and health education (PSHE) lesson in Year 3 provided pupils with the good opportunity to consider the use of substances, some of which are beneficial and some harmful. Their generally good attitudes help pupils to contribute to discussion and to consider the significance of the substances for their health. In Year 4, the teacher prepared pupils well to tackle the task of searching a database of their traffic records. The pupils' very good interest and focus on the task led to most making a variety of searches with good skill, enjoying the opportunity to explain what the pie chart or block graph showed. By Years 5 and 6, lessons demonstrate that most pupils take and sustain a high level of interest. This is a significant factor in the success of their learning and derives from a combination of the good teaching and the pupils' motivation. A member of staff also acts as a pupil care assistant, offering good support and a quiet listening ear for children who need to discuss a problem.
12. During several lessons, the teachers expected pupils to work together, helping to promote both social development and learning. In science lessons, for example, pupils in Year 6 worked out collaboratively how to carry out their investigation, and took turns at different stages. Pupils have excellent relationships, enjoying the challenge of working a problem out with a friend, although a few find taking full account of others' learning needs difficult. Examples of pupils' writing by Year 6 show many have developed a good capacity to understand another's point of view. Most pupils demonstrate high levels of effort and motivation to succeed, shown clearly in the attractive presentation of their work. Their excellent level of attendance is also a clear indication of pupils' enjoyment of school.

The curriculum is rich, well balanced and highly inclusive. Assessment procedures used to check on pupils' progress are very good.

13. The school's curriculum is matched very well to pupils' learning needs. It is broad and balanced and fully meets the requirements of the National Curriculum and the Locally Agreed Syllabus. The planning and activities usually take very good account of the learning needs of differing groups of pupils. The quality and range of learning opportunities are very good in Years 1 to 6. While the curriculum is satisfactory overall in Reception, the planning and organisation are good and take careful account of all areas of learning for young children. The nursery nurses provide good support, interacting thoughtfully with the children. Other adult helpers provide helpful oversight of specific activities. The outside area is an excellent resource, providing many opportunities for children to make independent choices. Climbing frames and large wheeled toys help children's physical development. The large wooden 'barn' encourages imaginative play. Specific activities, like the marble run, give children good experience of the natural world. The inside classroom is organised carefully to provide allocated areas for differing activities.
14. Within Years 1 to 6, teachers implement the literacy and numeracy strategies very well. Teachers make a very good choice of literature or of mathematical activity to illustrate and bring out significant ideas. A Year 2 discussion about the story 'Silly Ghosts Gruff', adapted from the traditional tale, led to very good learning about aspects of grammar as well as an enjoyment of the story. In Year 4, a discussion about how information is presented in adverts helped pupils to understand aspects of persuasive writing. In Year 6, examples of empathetic writing emphasised the skills of standard English, as well as how to construct complex sentences.
15. In mathematics and science, work is supported by the excellent use of the ICT interactive white-board facilities in some lessons. In a Year 5 science lesson, for example, the teacher's very good subject knowledge was enhanced by projecting questions for the pupils to decide upon. In Year 2, a prepared presentation led the pupils through points to consider and prompted some very good discussion. In Year 6 the excellent use of ICT to project a number sequence machine led to high level thinking and challenge for the pupils in predicting number sequences where the step increases by one each time, for example. There is a very good emphasis on well-expressed English and on confident mental calculation, although there is less emphasis on recording and explaining the patterns that the pupils notice, such as when doubling or halving.
16. The school has adopted national guidance as a good basis for planning. There is a well-structured outline from Reception to Year 6, which shows a good progression of knowledge and skills. Teachers make good links across subjects, as was noted, for example, in the design and technology lesson in Year 6 or in several science lessons linking to English and mathematics. There is an appropriate policy and a good scheme of work for pupils' PSHE, including for sex and drugs education. These are taught as part of a well-planned and effective course through the school, taking good account of the needs of differing ages of pupils. There is a good range of activities outside lessons. Provision for pupils with learning difficulties is good. Most pupils with learning difficulties are at an early stage on the school's special educational needs register, and make good progress through the good provision, so that they are taken off the register. Pupils are supported well in class and by appropriate sessions outside. Pupils' education plans are good, although some of the targets are not easily measurable to check on pupils' progress.
17. There are very good assessment procedures. These track pupils' progress closely in English and mathematics, building a very full information base from which teachers judge how well pupils are doing. The school also has good procedures for assessment in other subjects. These are used to set targets for each pupil in English and mathematics and to set challenging targets for the whole school. Teachers keep a suitable outline of assessment information for pupils in each class, using this to inform further planning and teaching.

Parents have a very good opinion of the school and welcome the very good partnership. Parents are highly involved in their children's learning.

18. Parents have a very good opinion of the school, which is well justified. The school's very productive partnership with parents is shown through the strong support it receives and the very good relationships it enjoys. Parents expressed strong agreement with most statements in the

questionnaire. The strength of agreement is shown by the higher percentage expressing 'strongly agree' compared with 'tend to agree' for most statements. For example, they think that behaviour is good, teaching is good and the school is led well. There is also strong agreement that their children are making good progress and are helped to become responsible. There is also the view that the school provides a good range of activities outside lessons, where it was noted that several members of the local community provide support, as with touch rugby. A few parents are not so happy with the amount of homework provided and do not feel well informed about how their children are getting on. The inspectors find that the homework policy provides a sensible basis for reinforcing work done in class. The amount and frequency are suitable for the ages of the children. There are good ways for parents to communicate with their child's

class teacher or the headteacher, as well as through the standard termly meetings and annual report. The staff confirm that they are very willing to discuss any points with parents should they wish.

19. Normal channels of communication between parents and the school are good. There is a regular newsletter, as well as letters about specific events to keep parents informed of any action to take. The school's prospectus and governors' annual report are well presented and provide all the required information. The annual reports on their child's progress meet statutory requirements. The teachers make helpful observations about progress, pupils' strengths and an area to improve. The school includes targets for all pupils in English and mathematics, which help to give an indication of expected progress, but this is informed and balanced by good consideration of each child.
20. The parents make a very good contribution to their children's learning. This is done through support of school events as well as the regular time given to hearing children read or working on other aspects of homework. Parents take a close interest in their children's work and attend parents' evenings. Many parents give a high level of support through the Parents' Association, which provides valuable funds for agreed items.

The headteacher, deputy, senior staff and governors share a common purpose for the school and give very good leadership and management.

21. The leadership and management are very good, with provision and procedures that are clearly focused on pupils' learning and standards. The headteacher, with strong support from the deputy headteacher, gives the school very clear direction through his clear vision for the high quality experiences and learning desired for the pupils. The school's vision statement and aims, based clearly on the Christian faith and consideration for children as young learners, form the secure basis for decisions and aspirations. There is a very strong spirit of shared enterprise, of working together for the whole community. All members of staff are valued for their contributions and all children are given individual consideration. This is illustrated by the headteacher's early morning routine of welcoming each child into school by name. Parents are clearly reassured by his presence and many take the opportunity to have a quick word with him. This emphasis on a caring community is carried through into the daily routines and ethos. The school places high expectations on the pupils for effort and behaviour, but in a climate of mutual support and recognition.
22. A distinctive feature of the management approach by senior staff is the focus on promoting pupils' achievement and independence. This is realised through well-planned financial investment over several years to provide the facilities and resources that support this. The large central practical and ICT suite is an excellent resource, serving as science laboratory, D&T workshop, ICT suite or general practical area. The large investment in ICT facilities enables teachers to extend their range of teaching strategies. Pupils' learning is considerably enhanced by the focus of attention which the inter-active white-boards provide, and teachers usually strike a good balance between ICT use and the continuing need for practical resources that support pupils' learning and written recording. The continuing focus on these improvements results from the very good leadership and

management by the headteacher, senior staff and governing body, who make decisions with pupils' learning and standards in mind. This indicates very good improvement since the last inspection.

23. The headteacher and senior leadership team have a very good understanding of all aspects of the school. They have a strong handle on strengths and areas for improvement. They maintain very good monitoring and evaluation procedures. These include regular lesson observations, checking curriculum and lesson planning, and a careful analysis of pupils' work. There are in addition very good assessment procedures, where the information is analysed thoroughly to identify strengths and weaknesses in pupils' learning. This is done for cohorts as a whole, as well as to set targets for individual pupils. In this way there is an excellent understanding of each pupil's capabilities, which teachers have in mind during planning and lessons. The headteacher has very good arrangements for appraisal and support, which include all members of staff. Individual targets set clear expectations and accountability upon teachers and have a direct positive impact on standards. The headteacher uses his observations from monitoring to form a very clear view of priorities and to provide the support for the well-managed process of change. There is a strong emphasis on staff professional development to ensure that planned improvements are successful. There is also a planned programme of class release time for subject leaders, funded by the governing body, which enables them to fulfil their responsibilities.
24. The current school improvement plan sets out four key priorities, for English, mathematics, science and ICT, over a three-year period. These are supported by the action plans for individual subjects. The improvement plan results from the contributions of an evaluation from all members of staff and the governors. It provides an effective basis for planned decisions, although there is no introduction showing how the school's aims and values relate to and inform the priorities or help to identify overarching strategic priorities.
25. The governing body is highly committed to the school and works closely with the headteacher and staff. Governors have good arrangements to visit the school, having agreed links with a subject and a class. This ensures there are good relationships and that governors have a good understanding of strengths and areas for improvement. There are good procedures to report the visits to governing body committees. The governors fulfil their responsibilities very well and make financial decisions with standards and provision very clearly in mind, for example the additional funding for teaching the higher-attaining pupils. They have a very clear understanding of educational priorities, which are promoted very well through their good financial planning as well as the expertise of the school's administrative staff.

WHAT COULD BE IMPROVED

The improvement plan does not fully reflect the aims and values of the school as a basis for action.

26. The school's aims and mission statement take their identity from the Christian faith. They form a comprehensive basis for the values underpinning all aspects of its life and work. However, the school's improvement plan in its present form does not reflect and follow from the vision statement and aims, although the four subject priorities and subject action plans represent worthwhile areas of focus. The vision and aims are not linked clearly and cross-referenced to the priorities and planned action set out in the improvement plan; nor are they represented within strategic priorities that represent the school's agreed direction. The headings of the improvement plan are not linked clearly to the principles within the vision statement or aims.
27. Additional points which the school has begun to consider, and which relate to the school's aims alongside a review of the improvement plan, include establishing a comprehensive assessment process in the Reception class to ensure that activities are matched closely to the children's capabilities, overseen by the temporary Foundation Stage co-ordinator. On a few occasions, opportunities for the development of pupils' independence are not provided, since in science, for

example, in practice there are few opportunities for pupils to pose and investigate their own questions. In mathematics the selection of tasks is not planned with sufficient challenging opportunities for pupils to develop their problem solving and investigational skills with their findings set out in well-presented pieces of finished work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to continue to improve standards and the quality of provision, the headteacher, staff and governors should give attention to the following: (*Paragraphs 26, 27*)
- 1) Improve the design of the school improvement plan in order to reflect fully the vision and aims of the school by:
 - connecting the aims and vision with planned improvements, priorities and strategic intents;
 - making clear links between the subject plans, including the Foundation Stage, and the strategic intents and whole school priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	7	6	0	0	0
Percentage	5	30	35	30	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 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)	211
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
---------------------------	-----

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	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	14	14	14
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	14	14	14
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	20	12	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	20
	Girls	12	12	12
	Total	29	31	32
Percentage of pupils at NC level 4 or above	School	91 (97)	97 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	12	12	12
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	97 (94)	97 (100)	100 (100)
	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	128	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	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	73	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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	22.45
Average class size	30.14

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	80

FTE means full-time equivalent.

Financial information

Financial year	2002/3
	£
Total income	481703
Total expenditure	457314
Expenditure per pupil	2147
Balance brought forward from previous year	28066
Balance carried forward to next year	24389

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.0
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	211
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	8	0	1
My child is making good progress in school.	61	31	4	1	3
Behaviour in the school is good.	68	31	0	0	1
My child gets the right amount of work to do at home.	42	41	15	1	0
The teaching is good.	65	30	1	1	3
I am kept well informed about how my child is getting on.	46	42	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	7	1	0
The school expects my child to work hard and achieve his or her best.	82	17	0	0	1
The school works closely with parents.	39	51	7	1	2
The school is well led and managed.	65	31	3	0	1
The school is helping my child become mature and responsible.	69	26	2	1	2
The school provides an interesting range of activities outside lessons.	49	45	4	0	1