

## INSPECTION REPORT

**All SAINTS' C of E PRIMARY SCHOOL**

Carshalton

LEA area: 319 Sutton

Unique reference number: 103004

Headteacher: Mrs Caryl Rapps

Reporting inspector: Mrs T Chakraborti  
12603

Dates of inspection: 17 and 18 March 2003

Inspection number: 246258

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Rotherfield Road Carshalton
Postcode:	SM5 3DW
Telephone number:	020 8401 0075
Fax number:	020 8401 0048
Appropriate authority:	The governing body
Name of chair of governors:	Rev Dr John Thewlis
Date of previous inspection:	9 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12603	Tusha Chakraborti	Registered inspector
9865	Sue Howley	Lay inspector
25787	Edmond Morris	Team inspector

The inspection contractor was:

icp

360 Lee Valley Technopark  
Ashley Road  
London  
N17 9LN

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

All Saints' C of E Primary is an average sized school with 244 pupils (134 boys and 109 girls) aged between three and 11 years. The vast majority of pupils are white British but a small minority comes from other ethnic groups, mainly from other white backgrounds. The proportion of pupils (13 per cent) with special educational needs is below the national average, although that of pupils (1.7 per cent) who have a specific statement of special educational needs is average. Only four per cent of pupils are known to be eligible for free school meals which is well below average. A small number of pupils (five) speak English as an additional language; all of them are fluent in English. The school is situated in the middle of a pleasant residential area and, generally, pupils come from homes with very few socio-economic difficulties. The prior attainment of pupils entering the school does vary, but overall it is average.

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

It is a very good school with many strengths and few weaknesses. Staff and governors have worked hard to provide a very effective climate for learning. This, together with the good curriculum and high levels of good and very good teaching, has helped pupils to develop very positive attitudes to school. As a result, pupils work hard, make good progress and achieve well, the majority reaching well above average standards by the time they leave. Leadership and management at all levels are very good. This along with the commitment of staff has meant that the school is very effective in monitoring and evaluating its work and taking action to maintain and further improve the already high standards. Very good financial planning and monitoring allow resources to be effectively targeted to help bring about improvement and the school provides very good value for money.

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

- Pupils attain very high standards in English, mathematics and science by the time they leave, at the age of 11.
- The high levels of good and very good teaching ensure that pupils make very good progress in gaining new skills and knowledge.
- The leadership and management of both senior staff and governors are very good. The headteacher is providing very good leadership and she is well supported by the deputy headteacher, other staff and the governors.
- 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.
- The educational provision in the nursery and Reception is very good and this means children receive a very good start to their education.

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

- More effective communication with parents is needed in order to improve the perception of the school for a small minority of parents.

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

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

The school has improved markedly since its last inspection in February 1998. The areas of weaknesses identified then have been addressed effectively. There are good opportunities for independent learning in mathematics and science, where the standards of pupils in their investigative work are well above average. Teachers' subject knowledge has improved substantially in all subjects owing to the implementation of a good programme for staff development, linked appropriately to the school improvement plan and performance management. Curricular planning in the Foundation Stage is now very effective providing good continuity

between the nursery and Reception. Children in these classes are achieving well and developing independent learning skills well. Financial planning and monitoring, including those aspects undertaken by the governing body, are very good. There are now higher levels of good and very good teaching and standards remain well above average and are improving further in all subjects. The high quality of leadership, together with the commitment and hard work of the whole school community, means that the school is well placed to improve further.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A*	A
mathematics	A	A	A*	A*
science	B	D	A*	A*

**Key**

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

A\* - results are in the top 5 per cent nationally.

Standards are very high and have risen further since the previous inspection in 1998. Trends in results over the last three years have shown a steady improvement, in line with the national picture. Pupils' results in the 2002 national tests at the end of Year 6 were very high in all three subjects and were in the top five per cent of schools nationally. In comparison to schools in a similar context, standards are the same in mathematics and science and slightly higher in English. In science the, results show a decline in 2001. This is because of several staff changes for this year group which affected the standards in science in particular. However, the school identified this and took effective action to improve attainment in science, raising it to the same high level as in English and mathematics.

The standard of work seen is very good. In all areas of the curriculum pupils apply effort and complete well-presented work. Across the school the vast majority of pupils, including those with special educational needs, those who speak English as an additional language and higher attaining pupils, achieve very well. Pupils make very good progress as they move through the school and, by the end of Years 2 and 6, the overall standards are well above the national average. For the current Year 6 pupils, standards in English are well above average in all aspects of the subject, including literacy. Pupils love reading and quickly pick up the subtleties of a story and its characters. The school has a focus on extended writing and pupils are producing interesting and lively work. Standards remain high in mathematics, being strongest in number work including numeracy and in problem solving activities. Standards in science are also well above average in all aspects, largely because the subject is effectively taught through an investigative approach. This has ensured that the school exceeded the challenging targets it set for English and mathematics over the past two years and is well placed to do so again in 2003. An examination of pupils' work shows that work in information and communication technology is good and has improved since the last inspection.

When children start school, their attainment is similar to that expected for this age. Children in the nursery and Reception year quickly gain skills to work independently because of good or very good teaching. 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 love coming to school and know how important it is to work hard and learn. This is significant in helping them to make good progress and achieve well.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved; they move sensibly around the school and are responsible and thoughtful towards others.
Personal development and relationships	Very good. Effective relationships help to promote very good personal development. Pupils get on well with each other.
Attendance	Attendance is very good, well above the national average. Pupils enjoy coming to school, and arrive promptly in the morning, ready for work.

Pupils take responsibility for behaving well. They are self confident and polite, happy to explain their ideas or to talk about issues they believe are important. Their personal development is particularly strong and they enjoy taking the opportunities given to them to help in the running of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is very good overall, with the majority of lessons in English, mathematics and science being very good. It is good in the Foundation Stage, with some very good lessons. The literacy and numeracy strategies are used very well to help pupils make good progress in these subjects. Teaching in these lessons is imaginative and lively so that pupils are interested and work hard. A major reason for this is the monitoring undertaken by the headteacher and the co-ordinators, which ensures there is a consistent approach in all classes.

Strengths in teaching are underpinned by the school's caring ethos and the very good relationships between staff and pupils, which help teachers to respond to pupils' needs. Teachers have high expectations of pupils and set them challenging work so that they make good progress. Teachers' expertise is very good and this, together with a range of suitable activities and resources, helps to interest and motivate pupils. The school meets the needs of all pupils well by identifying individual strengths and weaknesses and through careful lesson planning. Individual targets are set regularly in mathematics and English and in every lesson pupils are told what they are to learn. Teachers effectively assess the stage at which pupils are working, often encouraging pupils to make their own evaluations about their progress. New learning is explained and demonstrated well so most pupils easily acquire new skills and knowledge. Lessons are well paced and teachers organise and manage pupils very well. Teaching assistants support pupils' learning very efficiently. Good homework arrangements make a positive contribution to the work undertaken in lessons. Pupils with special educational needs and those who speak English as an additional language are included well in lessons, with their needs being effectively addressed. All these strong features of teaching help pupils to learn very well as they move through the school. Pupils have very good attitudes to their work and are always ready to answer and share their views. They believe that learning is important and that they have to apply effort to succeed.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curriculum is rich and stimulating, encouraging pupils' learning and preparing them well for the secondary schools. There is a very good range of extra-curricular activities and effective links with the local community and partner schools.
Provision for pupils with special educational needs	Very good. The caring ethos of the school and the hard work and support of all staff ensure that these pupils make the same good progress as others and achieve well.
Provision for pupils with English as an additional language	Very few pupils speak a language other than English. Those that do, are very fluent in English and are supported as well as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, especially pupils' moral and social development. The school is very effective in developing the pupils' ability to work in a mature and sensible way. The school prepares pupils well for life in a culturally diverse society.
How well the school cares for its pupils	Very good. The school is a caring, safe environment. There are good procedures for monitoring and supporting pupils, and especially so for encouraging good behaviour and for assessing attainment and progress.

The school has a very strong and effective partnership with most parents and they are providing very good support for children's learning, both through homework and in many ways in school. Regular visits to places of interest, linked to the work in school, enhance pupils' learning well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is providing very good leadership in directing the school, working very well in collaboration with her colleagues. The overall contribution of senior managers is very good. The school focuses on seeing that pupils reach their full potential through a stimulating and effective education.
How well the governors fulfil their responsibilities	Good. Effective systems for gaining information about the work of the school mean governors, especially the Chair, have a very good knowledge of the school and recognise and help to address its strengths and weaknesses particularly well.
The school's evaluation of its performance	Very good. Effective monitoring and evaluation of the curriculum and teaching and learning, together with regular scrutiny of pupils' work, help to promote improvement. The very good system for performance management ensures that teachers are supported in increasing their expertise, and this benefits the school.
The strategic use of resources	Very good. The school uses its funding and other resources particularly well to support initiatives and areas of development. The principles of best value are applied very effectively.

The very good working relationships between staff and governors means that all are working particularly effectively to help move the school forward. The school is well staffed, and both teachers and teaching assistants are making a positive contribution to the provision and standards. The accommodation is being improved with extensions being built at present. Learning resources are good overall and are effectively used to support progress.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy going to school.</li> <li>• Children are well taught and are expected to work hard and do their best and they make good progress.</li> <li>• There is very good support for pupils with special educational needs and higher attaining pupils are challenged well.</li> <li>• The school helps children to become mature and responsible.</li> <li>• The behaviour is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Eighteen per cent of the parents who responded to the questionnaire felt they would like more information about the progress their children were making.</li> <li>• Twenty three per cent of parents who responded to the questionnaire would like the school to work more closely with them.</li> <li>• Fifteen per cent of parents who responded to the questionnaire would like the school to provide an interesting range of extra-curricular activities for their children.</li> </ul>

The inspection team fully agrees with parents' positive views, many of which are clear strengths of the school. The team also finds that the school provides good quality information about pupils' progress and is working hard to involve the parents as effectively as possible in their children's education. Concern was also expressed about the school's provision for extra-curricular activities. The team finds that there is a very good range of extra-curricular activities for pupils in Years 3-6, although no such provision is available for pupils in Years 1-2. This is because the school feels that these young pupils are too tired at the end of the school day to continue with any after-school activities. However, it is considering if such provision is possible for this age group.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils attain very high standards in English, mathematics and science by the time they leave, at the age of 11.**

1. Results in the national tests for Year 6 show the school is doing very well. Work observed in lessons and seen in books show very good progress. The school's performance in the 2002 National Curriculum tests at the end of Year 6 was very high in English, mathematics and science, being in the top five per cent of all schools in the country. A very high proportion of pupils scored the level higher than that expected for their age (Level 5): 57 per cent attaining Level 5 in English, 80 per cent in mathematics and 94 per cent in science. Pupils performed extremely well in science where standards have improved remarkably over the last three years. This also indicates how well the school is providing for pupils with special educational needs and those with English as an additional language. Over the four years 1999 – 2002, test results have either improved or remained consistently above or well above the national average in all three subjects, keeping pace with the rise in standards nationally.

2. The pupils' English work is of a very high standard in writing, covering a wide range of styles, including very creative poetry, story writing, scripted plays, reports, persuasive writing, instructions and commentaries. Pupils successfully extend their knowledge and understanding of a variety of styles in writing poems, building well on what they already know. The school encourages poetry 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. For example, while studying couplets, a Year 6 pupil wrote:

Suddenly a shiver ran through his spine,  
He said, who has touched this shoulder of mine?

3. By the end of Year 6, pupils develop a writing style that is thoughtful, lively and interesting and many use a wide range of vocabulary imaginatively and with precision. They plan, draft and redraft their writing to improve their work. Effective cross-curricular links with other subjects, such as art, enhance pupils' imaginative use of words from an early stage.

4. Pupils throughout the school take full part in literacy lessons and when asked to write, produce considerable amounts of work in the time available. This is because teachers are very skilful at setting pupils clear tasks with very precise time limits. 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 which reflect the concern and attention taken by both pupils and teachers. Very effective implementation of the National Literacy Strategy over the years has had a very positive impact pupils' academic success.

5. Pupils also produce a great deal of well-presented and accurate work covering all the aspects of the mathematics curriculum. This means that not only do pupils do well in the national tests they get a very broad mathematical experience covering a very wide range of topics. Successful introduction of the National Numeracy Strategy means that pupils' skills in mental mathematics are developing very well. They are confident with fractions, decimals and percentages and undertake problem solving in mental mathematics using these. They have a good understanding of perimeter and identify symmetries of two-dimensional shapes. In a Year 5 lesson, pupils successfully used their own strategies to solve number problems and showed good understanding of place value.

6. In science, pupils have a good idea of scientific methods and can explain fair testing. For example, in a Year 6 lesson, pupils experimenting on effects of light on shadows recognised that shadows always get bigger as they come 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 experiment on how exercise affects the functions of heart. Pupils' work shows that they are able to predict the results of their experiments, for example, predicting what will happen to seeds sown under differing conditions. They learn appropriate use of scientific vocabulary, for example, vibration, friction and gravity. They successfully use the computer to present the results of their experiment on dissolving salt.

7. Children get a good start in the nursery and the Reception class and the effective teaching they receive has a very positive impact on the progress they make and their attainment. They are making 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 nursery pupils are expected to learn, to develop their understanding through play and to work hard. In the Reception class pupils 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.

8. Provision for the pupils with special educational needs is a strength of the school. A particularly strong feature is the way in which some pupils are identified at an early stage as having some difficulties in learning. These pupils benefit considerably from the careful way in which their progress is assessed and recorded. Teachers give very clear guidance about what pupils need to do to improve and give pupils good support. Tasks are carefully planned to address pupils' individual needs.

9. Pupils across the school are developing information and technology skills and they use the skills well to support and enhance their learning in other subjects, such as mathematics and science. In other subjects pupils are always expected to produce good work, which they do.

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

10. The quality of teaching 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, they also expect high standards of work and behaviour from their pupils. They introduce their pupils to a wide curriculum; they support and guide them effectively with their learning and teach them good work habits and strategies to help them. Pupils respond positively to these demands and are keen to do well. One of the most effective strategies teachers use to interest pupils is the way they quickly involve them in the lesson, by using a range of methods, such as the use of individual whiteboards or sensitive questioning.

11. Teachers plan their lessons very well for pupils with varying abilities and ages. They use the literacy and numeracy strategies very effectively and these enhance pupils' learning in these areas very well. Whole-class discussion sessions, at the end of the lessons are used efficiently to consolidate pupils' learning in reading and writing. This means that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of punctuation and extend vocabulary effectively. For example, in a Year 2 literacy lesson, pupils read the story 'Chicken Little' with good expression, showing effective use of punctuation, such as question and exclamation marks to make it sound interesting. Teachers ensure that pupils build on previous learning systematically. This was evident in many lessons where lessons begin with evaluating learning in previous lessons. This was seen in a literacy lesson in Year 3, where the teacher built on pupils' knowledge of different styles of writing to consolidate their understanding of how to make clear notes by identifying the key words. By the end of the lesson, most pupils knew that some words are more important than others and wrote messages in shortened forms using the key words correctly. Teachers maintain a brisk pace so that pupils remain interested and learn well. These features contribute positively to pupils' attitudes to learning and their achievement.

12. Teachers are particularly skilful in behaviour management. Praise is used very effectively to make pupils feel confident about their ability to learn and to reinforce good behaviour.

Relationships between pupils and their teachers are very good and based on mutual respect. This means that pupils feel their efforts are valued and encourages and motivates pupils to produce and present work to the best of their ability. Teachers handle pupils' enthusiasm and interest very well so that they make rapid progress in learning new information. These positive relationships between the staff and pupils and between pupils create a safe and rich learning environment for all.

13. Teachers have a very good knowledge and understanding of subjects and this helps them to set challenging and interesting work. They use good questioning to assess pupils' progress in lessons. They very effectively track pupils' progress in class and over time and plan efficiently to ensure that pupils gain in knowledge and understanding progressively. This makes a good contribution to pupils' standards of attainment. Marking is used well to enhance pupils' learning by suggesting how they can improve. Information and communication technology (ICT) skills are taught well and pupils use their computer skills effectively to support their learning in literacy, mathematics and science.

14. 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 4 extended writing lesson, pupils were asked to write about their work in history and geography on the buildings of Carshalton. Pupils were fascinated by this and learned a great deal about how to organise their writing under headings, sub-headings and paragraphs to produce a leaflet. The care teachers take in preparing their lessons means that pupils are always eager to be involved and learn more.

15. Teachers are also very skilful at getting pupils quickly involved in their work so that they make the best possible use of time. In a Year 1 and 2 science 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 the properties of different objects in the classroom as man-made or natural materials and sorting them into these two categories. They concentrated very well and, later on, recorded their findings accurately. The teacher moved briskly through a range of activities and pupils learnt quickly. The work set was explained very clearly so that it was very clear what pupils were expected to do.

16. The quality of teaching for pupils with special educational needs is very good and promotes a very good rate of progress for these pupils. Teachers and teaching assistants work together very effectively to support pupils who need extra support. They ensure that these pupils have appropriate work that is challenging but achievable. As a result, pupils make good progress in their learning, and in their confidence and attitudes to work. They are keen to work hard and this helps them learn and achieve very well.

17. 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 contributing significantly to the high standards.

**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.**

18. The ethos of the school including its religious nature, the importance placed on spirituality and the links with the church are directed towards pupils developing in self-confidence and self-esteem and in understanding their responsibilities. Pupils are given many opportunities to develop their social skills and a strong sense of responsibility. When asked, pupils of all ages spoke eloquently about bullying and why it is wrong and how it should be dealt with. 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.

19. Assemblies play an important part in creating the school's positive ethos and the way pupils are encouraged to see themselves and others. Pupils' achievement is celebrated in assembly time each week where pupils are awarded certificates for their achievement in various areas of the curriculum. Assemblies offer quiet moments of reflection: pupils sing hymns that they enjoy and listen to songs and music by famous composers and singers.

20. 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 are encouraged when they are debating ideas in lessons as well as in their behaviour to one another. They happily discuss issues that affect most of the population of the world as well as more intimate personal ideas. Many have strong views about world dilemmas including environmental and ecological dangers. Teachers treat pupils' ideas with sincerity and seriousness so that they feel valued and respected.

21. 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.

22. Pupils respond very positively to their teachers: they behave well, are always polite and listen well. The children in the nursery, 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 perform these tasks very well without adult supervision. The personal, social and health education lessons also play an important part in promoting pupils' personal development.

23. 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.

24. Pupils' independence and initiative is encouraged in many ways which promotes their personal development very well. A good development of this is that pupils themselves have successfully organised an event to raise funds. They are encouraged to think of others less fortunate than themselves. During the course of every year, pupils identify and take part in raising money for charity. They have taken part in fund raising activities for charities organised by the school, for example, supporting Guide Dogs for the Blind, Red Nose Day and the Bishop's Lent Appeal. In addition, pupils suggest and then vote on a charity to support for a school year. For example, last year, pupils raised funds for a new incubator for the special baby unit in the local hospital and this year they voted to support Heartline. Over the year pupils raise a good deal of money for charities. Children in the nursery and Reception classes are supported very well to develop independence through role-play and whole-class discussions to develop their social skills.

25. Productions, plays and musical events also play a very important part in establishing the school's ethos and values. These are of a high standard and not only enhance the quality of the curriculum but also give pupils good opportunities to be involved and excel in activities outside the classroom.

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

26. Children in the nursery and Reception classes get a good start to their education. Children start in the nursery in the year in which they are three. Staff in the nursery visit these children and their parents prior to coming to the nursery. This is done to gain an early understanding of the children and to explain to parents the nature of the learning experiences their children are going to have in the nursery. This helps children to settle quickly into school and parents appreciate this arrangement.

27. All staff in the Foundation Stage have a good understanding of the learning needs of children of this age. They assess children in their personal skills and their language and mathematical development after they enter the nursery. This information is used very effectively and consistently to track the progress that children make during their stay in the nursery and Reception. Very good emphasis is placed on developing children's communication, language and literacy skills as staff recognise 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 encouraging their understanding of print and English language. Books are attractively displayed in the classrooms and staff encourage children to browse through them to understand that print tells stories. This was seen in a Reception class where the teacher and the teaching assistant ensured that children were able to link sounds to letters by identifying the initial and final sounds of the given words. Children then learnt the vowel sounds within those words and read the whole words. This was a very good preparation for developing reading skills. In another lesson in a mixed age Reception and Year 1 class, children made their own story books which were read in the story telling session. Children felt very valued and joined in shared reading with great enthusiasm. The teacher made good use of this to develop children's punctuation skills: one child identified an exclamation mark and explained that 'this bit' was to be read together. Children across the Foundation Stage are developing good independent reading skills. For example, during their daily session, children in the nursery sit in the book corner and read books individually or in pairs. Most are confident in telling a story using the picture clues.

28. Staff plan many highly effective and creative activities to promote children's learning in other areas of learning contained in the government document Early Learning Goals. 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 teachers make of structured imaginative play that is often linked to the themes that have been planned. In the home corners children have good opportunities to dress up and play with a wide 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.

29. Other features of high quality education that children receive include effective day-to-day assessments of children's progress and the teachers use this information to plan the next steps in their learning. The nursery nurse and teaching assistants are highly valued by teachers as an integral part of the Foundation Stage team. Relationships between staff and children are very good and this makes the children feel safe and happy during their time in the school. There is a good induction arrangement between the nursery and the Reception classes and this ensures that the nursery and reception children settle in well when they start their full-time education in the Reception.

30. As a result of the high quality provision in the Foundation Stage, all children, including those with special educational needs, are making good progress in the Early Learning Goals. By the time they start in Year 1, most are likely to attain at least the expected standards in all areas of learning. They are likely to exceed the expected standards in personal, social and emotional development and physical and creative development.

**The leadership and management of both senior staff and governors are very good. The headteacher is providing very good leadership and she is well supported by the deputy headteacher, other staff and the governors.**

31. The leadership and management of the school are very effective and have a positive impact on pupils' achievement. The headteacher provides strong and determined leadership and has a very good understanding of what the school does well. Her warm and purposeful relationships with staff, governors, pupils and parents has helped to establish a strong sense of school community and a culture within the school that is sharply focused on ensuring that pupils achieve highly in all that they attempt. The headteacher is supported very effectively by the acting deputy headteacher, other senior managers and the governors, in leading and managing the school successfully.

32. 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 challenges and interests them. This has been successful because of the way the headteacher has created a climate in which all staff are valued and are fully involved in decision-making. 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 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 an effective contribution to standards and to the school's positive climate for learning.

33. One of the strengths of the school is the way in which staff and governors work as a team. This is evident from the work of the governing body. The Chair is a frequent visitor to the school and the headteacher appreciates the support and guidance he offers. He has a clear view of the school's provision and of its strengths and weaknesses. Other governors too make visits to the school to gain first-hand experience of the quality of the school's provision. The various committees meet regularly and this ensures that the governing body effectively fulfils its legal responsibilities. Governors are involved well in setting a school improvement plan that identifies areas for development as well as how to address any weaknesses.

34. The school improvement plan gives a strategic overview of the needs of the school and is an effective tool for bringing about improvement. It includes appropriate targets for school development which are carefully prioritised. It is well linked to the staff development and the school's performance management.

35. The school has a thorough approach to financial planning. The bursar ensures that finances are well managed and educational developments are prioritised and supported very well through careful planning. She provides the headteacher and the governors with detailed reports to assist them with monitoring the budget. Funds earmarked for specific purposes are spent appropriately and monitored very effectively. Good procedures are followed for obtaining value for money and for signing orders, receipts and invoices. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning.

## **WHAT COULD BE IMPROVED**

**More effective communication with parents is needed in order to improve the perception of the school of a small minority of parents.**

36. The vast majority of parents are very pleased with the high academic standards achieved by the school and with the progress that their children make in learning. They also feel that the quality of teaching is good and the staff work hard to raise standards of attainment. They are pleased with the good attitudes and values that the school promotes.



37. A small number of parents do, however, express concern about the quality of parental involvement, the quality of information they receive about the progress their children make and the insufficient opportunity for extra-curricular activities.

38. The headteacher's prime focus, since her appointment two years ago, has been on maintaining and improving the high academic standards and this has been very successfully achieved. She is also fully aware of the importance of working in an effective partnership with parents and always makes herself available in the playground when pupils arrive at and leave school, although teachers from Years 3 to 6 remain in their classrooms. Parents are allowed to come and talk to them if needed but communications here is not as easy as some parents would like to be. They are also welcome to make appointments and see staff as they wish. Currently, the school has a programme of termly individual parent-teacher consultations, annual meeting for the governors to report to parents and whole-school performances. However, only a very few parents are involved in helping in the school and some parents' perception is that the school is not approachable and welcoming. The school is very keen to explore ways of more open communication so that all parents feel more involved in their children's education.

39. The quality of information provided for the parents is good. The school prospectus, an informative document, and the governors' annual report to parents includes all required information. In addition, regular letters are sent to parents offering very clear information about all school events, topics taught in each term in each class and arrangements for homework. Annual reports for pupils are of good quality and detailed, providing targets for individual pupils to improve their learning.

40. There is a very good range of extra-curricular activities for pupils in Years 3-6, although no such provision is available for pupils in Years 1-2. This is because the school feels that these young pupils are too tired at the end of the school day to continue with any after-school activities. However, it is considering if any such provision is possible for this age group.

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

41. The school should continue to explore ways to ensure even more effective communications with parents to change the negative perception of the school of a small minority of parents.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	5	1	0	0	0
Percentage	0	57	38	7	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 seven percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	243
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	33

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	15	16	15
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (97)	94 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	15	15	15
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	94 (97)	94 (97)	94 (97)
	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	22	13	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	22
	Girls	13	13	13
	Total	34	35	35
Percentage of pupils at NC level 4 or above	School	97 (80)	100 (86)	100 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	20
	Girls	13	11	13
	Total	32	33	33
Percentage of pupils at NC level 4 or above	School	91 (83)	94 (91)	94 (89)
	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***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	183	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	3	0	0
Chinese	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	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)	10.4
Number of pupils per qualified teacher	29
Average class size	30

### Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	162.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	26

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	6
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001-02
	£
Total income	701,175
Total expenditure	699,670
Expenditure per pupil	2,601
Balance brought forward from previous year	20,765
Balance carried forward to next year	22,270

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	295
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.	51	45	3	0	1
My child is making good progress in school.	39	54	3	2	2
Behaviour in the school is good.	39	58	2	0	1
My child gets the right amount of work to do at home.	28	47	12	5	7
The teaching is good.	37	55	4	1	3
I am kept well informed about how my child is getting on.	29	45	17	5	3
I would feel comfortable about approaching the school with questions or a problem.	34	54	11	1	0
The school expects my child to work hard and achieve his or her best.	42	54	1	1	2
The school works closely with parents.	25	42	21	4	7
The school is well led and managed.	28	48	11	3	9
The school is helping my child become mature and responsible.	39	55	2	1	4
The school provides an interesting range of activities outside lessons.	16	44	13	5	21