

INSPECTION REPORT

**ST MAXENTIUS CHURCH OF ENGLAND
PRIMARY SCHOOL**

Bradshaw

LEA area: Bolton

Unique reference number: 105231

Headteacher: Mr Robert Ingham

Reporting inspector: Mr John Heap
18824

Dates of inspection: 30th June – 1st July 2003

Inspection number: 246460

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:	5 – 11 years
Gender of pupils:	Mixed
School address:	New Heys Way Bradshaw Bolton Lancashire
Postcode:	BL2 4AE
Telephone number:	01204 333106
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Representative: Rev D M Dunn
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Maxentius is a Church of England primary school that caters for pupils between the ages of five and 11. It is situated in Bradshaw which is on the outskirts of Bolton. This is an average-sized primary school in England with 229 pupils on the roll: 109 boys and 120 girls. The roll has remained fairly constant in recent years, but future reductions are expected and planned for. Children arrive at school reflecting the full range of attainment levels but, overall, the attainment on entry is average. Pupils are organised into seven classes. The pupils come from large, local residential areas which have few significant signs of deprivation. Housing ranges from local authority estates to mainly private dwellings. It is an area of below average mobility with, for example, about one per cent of the pupils moving in, or out, in the last year. Most pupils are white, and a very small minority come from mixed-race and other heritages. There are no pupils learning English as an additional language. There are two pupils (one per cent) entitled to free school meals, which is well below average. Twenty-four pupils (ten per cent) are on the register of special educational needs; the majority have moderate learning difficulties. This is below the national average. One pupil has a Statement of Special Educational Need, which is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school that has a strong academic and caring ethos. At the age of 11, standards are well above national expectations and pupils' personal skills and attitudes are developing very well. Teaching is good throughout the school. The headteacher, staff and governors provide an effective steer for the school's leadership and management. Overall, pupils benefit equally from the school's provision. The school gives good value for money.

What the school does well

- By the age of 11, standards in English, mathematics and science are well above expectations and standards in information and communication technology are above expectation. Pupils achieve well.
- The quality of teaching and learning is good.
- Pupils' attitudes, behaviour, relationships and personal development are very good.
- Provision for the development of spiritual, moral and social development is very good.
- Leadership and management are good.
- Pupils' welfare is well catered for.

What could be improved

- The library is unsatisfactory and pupils do not know enough about book classification and finding information.
- Provision for developing pupils' knowledge and understanding of cultural diversity is not good enough.

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 March 1998. Since the last inspection there has been good improvement. In relation to the key issues identified in the previous report, the school has effectively developed:

- very good improvement in the provision and standards in information and communication technology;
- satisfactory gains in the school improvement plan with more focus in the evaluations but these are still too general;

- teachers' planning which is much improved; there are clearer statements about the objectives for learning.

Quality has been improved in the standards achieved by pupils. The standard of the work of teachers and support staff has been maintained at a good level.

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

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

Standards for 11-year-olds in the 2002 national tests were well above average in English and mathematics when compared to all schools nationally and to similar schools. In science, standards were well above average when compared with all schools and in comparison with similar schools they were above average. Trends in results are generally high, including the proportion of pupils who achieve the higher Level 5. Boys do better than girls in mathematics, but there is no significant difference in English and science. Targets for this year are highly ambitious and look to be beyond a few pupils. Early indications from the 2003 test results show standards that are well above average. Standards for seven-year-olds in the 2002 national tests were above average. Trends are above average, including the rate of pupils achieving the higher Level 3. There are no significant differences in the attainment of boys and girls. Although results have been a little inconsistent, they are above average.

In relation to work seen during the inspection, children in Reception have standards that are above average. However, they achieve well in response to the good teaching they receive. By the age of seven, standards are above national expectations, particularly in English, mathematics, science and information and communication technology. Pupils, including those with special educational needs, achieve well. By the age of 11, standards are above national expectations, with high proportions of pupils having levels of attainment that are above the expected level. The main area for improvement is in pupils' library skills. Overall, pupils achieve well, including those with special educational needs. Across the school, standards in information and communication technology exceed national expectations and this is much better than at the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and concentrate for long periods.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, thoughtful and helpful to each other and to adults. There have been no exclusions in recent years.
Personal development and relationships	Very good. Pupils get on very well together, both inside and outside the classroom. They have a clear sense of duty when given responsibility.
Attendance	Very good. Attendance rate is very high and there is no unauthorised absence.

TEACHING AND LEARNING

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

Overall, the quality of teaching is good and there is a good proportion of very good practice. Throughout the school the teachers have good subject knowledge and understanding and this enables them to plan in detail the learning objectives for the pupils. Good use is made of the judgements teachers make about pupils' work and the grouping of pupils according to their prior levels of attainment is accurate. Basic skills of literacy and numeracy are taught well and there are plenty of examples where they are developed and used in work in other subjects. Management of classes is good and pupils respond well to the high expectations. Good use is made of the computer suite and this is recognised as a sign of the increased confidence and competence of the staff. Pupils work very hard and they do a great deal of written work. This is because they are usually highly motivated by the work they are given and the relationships built up with the staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad and balanced with a good range of activities outside the classroom.
Provision for pupils with special educational needs	Good. Pupils receive good support within the classroom. Individual education plans are effective in enabling pupils to make good progress in relation to their prior learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good. Provision for spiritual, moral and social development is very good. The school also provides very good guidance and work in relation to the development of pupils' understanding of traditional local culture. However, the provision for multicultural development is not as good as it could, or should, be.
How well the school cares for its pupils	Good. Procedures to protect pupils are effective. The school council provides a valuable and worthwhile forum for pupils to have a say.
Partnership with parents	Parents have positive views about the school. Communications with parents are effective. The parents provide valuable and much appreciated financial and other support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a strong philosophy that provides a firm and successful steer to the work of the school. He is ably supported by the deputy headteacher and other members of the senior management team.
How well the governors fulfil their responsibilities	Good. Highly supportive and challenging to the senior management. They have good and improving monitoring procedures.

Aspect	Comment
The school's evaluation of its performance	Good. The school uses successfully a range of measures to check performance and inform improvement. Subject co-ordinators have time to usefully review provision in their subjects and they provide senior management and governors with helpful reports.
The strategic use of resources	Good. Financial management is prudent and the budget surplus is planned to reduce by the end of this school year. Grants for specific purposes are effectively deployed. The school has satisfactory procedures for ensuring that they achieve value for money in their purchasing of supplies and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The approachability of staff. • The expectations the school places on pupils of hard work and achievement. • The quality of teaching. • Leadership and management. • The progress their children are making. • The help their children receive to become mature and responsible. • Behaviour. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

Inspectors agree with the positive comments made by parents. In relation to activities outside lessons the inspectors judge the range to be good. However, it is recognised that most of the activities are for older pupils and that this is similar to most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, attainment in English, mathematics and science is well above expectations and in information and communication technology it is above expectations. Pupils achieve well.

1. At the time of the last report, attainment in English, mathematics and science was above national expectations. Attainment in information and communication technology was below national expectations. In all of these subjects attainment has gone up and the improvement in information and communication technology is particularly commendable. Parents are happy with these standards and are pleased that the school caters well for pupils of all levels of attainment.
2. At the age of seven, results in the 2002 national tests indicate that standards were above average in reading, writing and mathematics when compared with all schools. In comparison with similar schools, reading, writing and mathematics results were average. Proportions of pupils attaining the higher Level 3, were above average in reading, writing and mathematics and average in science. Over three years, results in reading, writing and mathematics are above average. There are no significant differences between the attainment of boys and girls.
3. At the age of 11, results in the 2002 national tests were well above average in English, mathematics and science when compared with all schools. In comparison with similar schools, English and mathematics results were well above average and science results were above average. The proportion of pupils attaining the higher Level 5 is very high in English, and well above average in mathematics and science. Over three years, results are well above average in English, mathematics and science. The trend is consistently well above the national average. Boys outperform girls in mathematics, but there is no significant difference in English and science.
4. The children who start school in the Reception class settle quickly to school life. The majority demonstrate skills in communication, language and literacy and mathematics that are in line with those expected for their age. However, there is a range of attainment, with some children above the expected level and a similar number below the average. During their time in the reception class the children achieve well. By the time they enter Year 1, the effect of good teaching results in a significant number of pupils achieving levels that are beyond those expected for their age.
5. By the age of 11, standards in English are well above national expectations. Pupils have very good speaking and listening skills that are used very effectively in lessons. For example, pupils asked to exemplify their views on persuasive writing engage the listener and develop their ideas well. Reading standards are high. All pupils are accurate and fluent readers, with the higher-attaining pupils reading in a very expressive way. Most pupils understand the plot of their books and provide good detail about the characters. All pupils have good attitudes to reading. However, they do not use the library enough and have gaps in their knowledge about how books are classified. Writing standards are well above expectations, with the highest-attaining pupils attracting and sustaining the attention of the reader through use of surprise, conflict and the development of relationships between characters. Their writing often shows maturity: 'As I walk down the cliff path, everyday, I can still hear the faint, echoing cries from twenty-one years before.'

Lower-attaining pupils achieve well, in general. However, there are times when their writing jumps from one idea to another; descriptive passages have shallow detail and they have a narrow range of vocabulary.

6. By the age of 11, standards in mathematics are well above expectations. Pupils achieve well in mental and written number work. All pupils operate the four rules of number. Higher-attaining pupils understand the values in large numbers to such an extent that they multiply and divide whole numbers and decimals by ten, 100 and 1000. Pupils understand the relationship between fractions, decimals and percentages. Most describe accurately the properties of two- and three-dimensional shapes. Higher-attaining pupils go further and apply the formula that links the radius, diameter and circumference of a circle. Most pupils have a good working knowledge of angles, know the various names and are now starting to construct triangles. Data handling is well developed and there are examples in other subjects of these skills being used effectively, for instance censuses in geography. Pupils present data in a number of ways, including computer graphics. Most pupils confidently predict answers from probability tables.
7. Opportunities to use and develop literacy, numeracy and information and communication technology skills through other subjects is good. In literacy:
 - Year 6 pupils write about the comparisons between Methodist, Roman Catholic and Church of England;
 - Year 4 pupils write evaluations of the money containers they have made in design and technology;
 - Year 2 pupils write comparative accounts about Bradshaw and Tenby in their geography books.

Numeracy skills are used:

- when Year 6 pupils produce scale drawings of the planets;
- when Year 5 pupils survey tourist activities in the Lake District;
- when Year 2 pupils produce a timeline that illustrates the key events in the life of Florence Nightingale.

A success story for the school is the improvement in the provision, standards and impact of information and communication technology. For example:

- Year 6 pupils using a paint program to draw fruit;
- Year 5 pupils using the Internet to research Gandhi in their religious education work;
- Year 1 pupils producing simple block graphs on the computer to illustrate the range and amount of litter they found in their geography topic.

In summary, these high standards are promoted by a broad, balanced and relevant curriculum. The analysis of pupils' books provides a great deal of evidence of pupils producing a lot of work in all subjects, and making good progress in their learning.

8. Pupils with special educational needs make good progress because of:
 - the support they receive in the classroom;
 - the range of resources that are on hand.

The quality of teaching and learning is good.

9. The overall judgement of good teaching is based on the following:
 - during the inspection there were no unsatisfactory lessons and the vast majority of lessons were good or very good;
 - the analysis of pupils' work shows pupils achieving well and working very hard and purposefully;

- discussions with the headteacher and subject co-ordinators about lesson observations indicate a good standard.

This judgement confirms the positive views expressed by the parents who attended the meeting with inspectors and those who returned questionnaires. Although teaching is described in the last report as an outstanding strength, there have been improvements. For example:

- the teaching of information and communication technology is good and teachers are more confident and consistent;
- higher-attaining pupils are better catered for as a result of accurate matching of work to the individual pupil.

10. Throughout the school, teachers are clear about what they want pupils to learn. They use their judgements of pupils' levels of attainment to match carefully the work to the individual pupil. Teachers have good knowledge and understanding of the subjects they teach and in the case of information and communication technology this marks good improvement on the findings of the last inspection report. In general, expectations are suitably high and this leads to:

- good management and control of pupils;
- good achievement through the year.

11. In Reception Year, the overall quality of teaching and learning is good. In a very good creative development lesson, the strengths were:

- the focus on children recognising materials, exploring the properties of felt and clay, learning through handling and manipulating a range of resources;
- the knowledge and understanding of how to make felt, shown by the classroom assistant;
- the proximity of very good resources, such as clay tools and hard hats for the children 'constructing' in the sand tray.

Occasionally, the teacher and classroom assistant become too engrossed with a group and this leads to missed opportunities for other children. For instance, in a literacy lesson that had mostly strengths, the children in the role-play area did not have their speaking and listening skills improved because neither of the adults checked on them.

12. In Years 1 and 2, the quality of teaching and learning is good. In the very best lessons the work for the pupils is interesting and challenging and this leads to high levels of motivation. For example, a Year 2 numeracy lesson started with some pacy counting in fives to 60, before asking pupils what they knew about 60. Their replies indicate good learning: 'multiple of ten'; 'even number'; 'half of 120' and '60 minutes in one hour'. In a good Year 2 literacy lesson, the strengths included:

- good development of basic skills by drawing attention to common errors in spellings and sounds;
- work was well matched to individual levels of attainment and each group of pupils received appropriate support;
- effective challenge by providing pupils with ways to develop their simple sentences by asking 'what', 'how', 'where', 'when'.

As a result, pupils made significant gains, for instance:

- from - 'The worm dug';
to - 'The wriggling, slimy worm slowly dug the soft soil in next door's garden'.

13. In Years 3 to 6, the quality of teaching and learning is good. Almost all of the lessons observed were good or very good. The strongest practice is in Year 6 and this is a significant reason for the high standards in books and in national tests. The classes in Years 4, 5 and 6 are large but this does not have a bad effect on pupils' attainment and achievement. In the best lessons, the strengths include:

- pacy, well-planned literacy and numeracy sessions that challenge pupils to use their skills, knowledge and understanding in solving problems;
- good questioning which extends thinking; for instance, in a Year 6 literacy lesson the pupils were drawn into recognising the main features of persuasive writing;
- the way that lower-attaining pupils are well supported.

Teachers make good use of the computer suite and, most particularly, the advantages of the interactive whiteboard. For example, in Year 6 the whiteboard enables pupils to see how the teacher is manipulating a program before having a go themselves. In Year 5, the teacher and pupils illustrate teaching points about spreadsheets on the whiteboard. In Year 3, pupils learning how to use connectives, benefit from the whiteboard showing what the sentence looks like at the start and how the amendments change it. Pupils see clearly the reason/substance of the change.

14. Throughout the school, there is good teaching, consolidation and development of basic literacy, numeracy and information and communication technology skills. This is often done through the written work completed in other subjects, such as:
- Year 2 pupils writing directions for a path in the zoo;
 - Year 6 pupils researching and word-processing information about the ozone layer;
 - Year 4 pupils asking to produce a range of graphs and pie charts to show the range of methods that pupils use to get to school.
15. All classes are set homework and the provision is satisfactory. Some particularly good research work on the Romans has been completed by Year 3.

Pupils' attitudes, behaviour, relationships and personal development are very good.

16. The school has successfully maintained this as a strength. Parents are also clear that this area is strong and the vast majority who returned questionnaires feel that their children enjoy school. At the meeting with inspectors, parents were keen to identify the school's success in promoting very good attitudes and values and applauded the fact that their children responded very favourably to this.
17. Pupils' attitudes to the school and learning are very good. These attitudes have a strong influence on the high standards of attainment achieved. Pupils listen intently and concentrate for long periods. They work very hard and co-operate and collaborate effectively. Pupils are usually deeply absorbed in their work and find the vast majority of it to be interesting and challenging.
18. Behaviour is very good and this is also identified and commended by the parents. They believe, and inspectors agree, that the values fostered by the school are a strength. Pupils are very well behaved in the classroom, during assemblies, in the playground and in the dining room. Pupils are respectful of property, each other and adults. Whilst a very small minority of parents think that bullying does go on, there was no visible evidence during the inspection. Older pupils reported that some verbal harassment does go on, on very rare occasions, but they felt it was not serious and that the school dealt with it promptly and effectively. There have been no exclusions.
19. Relationships throughout the school are very good. Pupils work and play together very well. They are delightfully polite to visitors and they are welcoming in their approach. The school is a harmonious and orderly community.

20. Pupils' personalities are developing very well. They respond very well when given responsibility, such as Year 6 pupils looking after younger ones during wet playtimes. The school council is having a positive effect on decision making in the school, for example:

- the change to a cafeteria system at lunchtime;
- putting in bids for playtime equipment for use when the weather is wet.

Pupils aspire to do well and they are highly appreciative of the end-of-week assembly, at which rewards are given for good work and other contributions. Inspectors agree with the parents who returned questionnaires that all judged the school to be successfully helping their children to become mature and responsible.

Provision for the development of spiritual, moral and social development is very good.

21. The school has successfully maintained the standards of provision for spiritual, moral and social development. Parents are rightly appreciative of the work that is done by the school. It is no accident that pupils' responses to this provision are as good as they are.

22. Provision for spiritual development is very good. The school's aims clearly state the values the school is to promote and they successfully achieve them. Pupils are listened to and their opinions and contributions in class discussions are important features of lessons. An improvement since the last inspection is the exploration of other faiths and beliefs in religious education. Pupils are learning about other traditions and further developing their respect for other people's values. Assemblies are carefully planned and have a range of strong points, for instance:

- periods of prayer, stillness and reflection;
- pupil musicians accompanying the tuneful singing of hymns;
- the celebration of pupils' achievements in the Friday whole-school assembly.

23. Provision for moral development is very good. The school provides a supportive and caring ethos and this results in very good behaviour and a school that is a well-regulated and orderly community. Opportunities to discuss and reflect upon a personal code of morality arise in many spheres of activity, for example:

- environmental education in geography;
- general discussions in religious education.

Consequently, pupils have a high level of moral awareness and a clear understanding of what is right and wrong. There is a strong sense of purpose, honesty and fairness in the school and these attributes are apparent in the role models presented by staff and governors.

24. The development of pupils' social skills is very good. Again, staff provide good role models that show pupils how relationships are initiated and sustained. Pupils are encouraged to work together and from their earliest days in the school they learn to share, take turns and listen to each other. Teamwork and fair play are fostered through competitive sport. Self-awareness and self-reliance are successfully promoted in the visits undertaken and, particularly, in the residential visit for older pupils. Pupils are aware of the needs of others who are less fortunate, for example:

- fund-raising for charity;
- studies of other countries in geography.

25. In all, these very positive and successful parts of the school's provision have a very good effect on:

- the overall quality of education provided;
- the self-esteem of pupils;

- the achievement of pupils.

Leadership and management are good.

26. In relation to the satisfactory judgement given in the last inspection there has been improvement. Progress is most evident in the following areas:

- the monitoring, evaluation and development of teaching;
- the school improvement plan which provides a clear indication of the direction the school is taking;
- the improvements made in the provision and standards of information and communication technology.

The vast majority of the parents who returned questionnaires judged leadership and management to be good. Inspectors agree with this view.

27. The headteacher provides effective leadership and has a clear and purposeful vision for the school's continued development. Commendably, this is in both academic and pastoral matters. He has fostered a shared approach to the challenges facing the school and, in response, the staff form a good team. The management of the team and the school overall is also effective, with responsibility delegated appropriately to willing colleagues. For example, subject co-ordinators are given time away from their classes to check on teaching, attainment and resources. They produce a report that highlights strengths and areas for development and these are presented to governors.

28. The headteacher is well supported by his able deputy and the rest of the staff. The deputy co-ordinates successfully the work in English and provides a very good example as a class teacher. Across the school, subject co-ordinators work very hard to manage their subjects and they are successful, most particularly in:

- checking the quality of teaching and the curriculum;
- maintaining a broad, balanced and relevant curriculum;
- developing subject knowledge and preparing files that track progress in their subject.

29. The governing body is well informed and effective. Consequently, governors enjoy a most productive partnership with the headteacher and meet their statutory responsibilities. The main strengths are:

- the extensive work done by the established and effective committees;
- the day-to-day involvement of several governors, including the effective collective worship led by the local vicar (chair of governing body);
- the wide-ranging expertise provided by individual governors.

The governing body is capable of further progress in relation to regularly reviewing the aims of the school and using these aims as a focus for evaluation and the setting of priorities.

30. All educational developments are supported by careful financial planning. Grants for specific purposes, such as special educational needs, are used appropriately. Funds allocated for staff development are used well to advance the skills of all staff and, consequently, have a positive effect on the quality of teaching and the achievement of pupils. The governors have delegated day-to-day decision making to the headteacher, but they maintain a clear and well-informed oversight of budget developments. The large surplus has grown in response to concerns about the school roll reducing. The effects of this will begin to be felt next year and the surplus is planned to significantly reduce. Overall, the school has sound procedures for purchasing the resources and services that it needs.

Pupils' welfare is well catered for.

31. The school continues to provide the good support, welfare arrangements and guidance that were identified in the last inspection report. Parents give praise for the care and security fostered by the school and they view the school as an extended family. In discussion, pupils describe a happy, safe and secure school that they enjoy attending. In particular, the older pupils praise the headteacher as a good listener who acts promptly on the few occasions when a problem arises.
32. Although there is a relatively small proportion of pupils with special educational needs, their needs are catered for well. Targets in their individual education plans are realistic, challenging and met. Consequently, these pupils respond positively to the good support and make good progress.
33. Measures to promote and maintain high standards of behaviour are effective. School rules are few, clear and understood by staff and pupils. They are the source of high expectations and are successfully used to manage behaviour in a fair and consistent manner.
34. The strong emphasis on maintaining a caring school is illustrated by the effective child protection policy and procedures. The main features are:
 - two members of staff with responsibility; one male, one female;
 - it is effectively overseen by the governing body;
 - good links with Social Services.
35. Policy and procedures for achieving and maintaining high levels of attendance are effective. Again, the school has fostered good and productive relations with the education welfare officers, who support the school on the very few occasions there is a need.
36. Procedures to guide practice in health and safety matters are effective. Discussions with governors reveal a keen interest and high expectations on their part. Key features are:
 - termly 'tour' of the premises to update the governors' data on the state of the building;
 - continual review of findings from governor visits, to check on progress with improvements;
 - input from health professionals in the school's programme, such as the school nurse's input into the sex education teaching.
37. The school has good procedures for the ongoing judging of pupils' levels of attainment. These judgements are used to identify pupils' strengths and weaknesses and play a large part in placing pupils in groups that have work set that matches closely their needs. Furthermore, the systematic recording of these judgements provides a very useful check on the rate of progress pupils are making. Running alongside these procedures are the equally effective, but less formal, checks on pupils' personal development. Teachers know their pupils very well.

WHAT COULD BE IMPROVED

The library is unsatisfactory and pupils do not know enough about book classification and finding information.

38. Within a general picture of high reading standards, pupils have inadequate knowledge about finding the books they need. This is due to two main factors:
- the school library is unsatisfactory, with insufficient space for effective teaching and learning and too narrow a range of books;
 - very few 11-year-old pupils know about the Dewey classification system or what a book index is.
39. It is to the school's credit that this shortcoming has been identified, particularly in relation to improving the siting of the school library. The issue is raised in the school improvement plan and a large area has been identified to have a new library. To carry forward the plan, assistance is being sought from:
- the school library service, to identify shortcomings in the stock and extract books that are old and outdated;
 - the school's parents' association for assistance with finance to fund shelving and other resources.

Provision for developing pupils' knowledge and understanding of cultural diversity is not good enough.

40. The last inspection report draws attention to a shortcoming in the number and range of opportunities for exploring the cultural diversity represented in the locality. There have been improvements, for example:
- multi-faith teaching in religious education, such as studies into Judaism, Hinduism and Islam;
 - greater focus on non-western cultures through music and art.
- Discussions with pupils illustrate that they are aware of cultural differences and similarities and there is no hint of prejudice or racial intolerance.
41. However, there is a way to go before provision can be described as being good enough. The main area for development is the increasing of pupils' opportunities for direct and practical contact with ethnic minorities and a range of faiths. At present, there are no activities that bring in visitors to talk about and demonstrate their culture/faith. Furthermore, pupils do not visit culturally diverse sites, such as:
- temples and synagogues;
 - Italian/Chinese/Indian restaurants.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. To improve this good school further, the governors, headteacher and staff should:

- (1) Improve the library and raise pupils' knowledge and understanding of library classifications and how to find the books they need.
(Paragraphs: 38, 39)
- (2) Raise pupils' knowledge and understanding of cultural diversity, most particularly through direct and practical contact with a wider range of heritages.
(Paragraphs: 40, 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	12	3	0	0	0
Percentage	0	29	57	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	0
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	13	13	14
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (94)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (97)	100 (92)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	21	14	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	13	13	13
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	89 (94)	91 (89)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	13	13	12
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	86 (97)	89 (94)	89 (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	223	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	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	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	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)	9.5
Number of pupils per qualified teacher	24
Average class size	33

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	109

Financial information

Financial year	2002/3
	£
Total income	529,420
Total expenditure	473,496
Expenditure per pupil	2,067
Balance brought forward from previous year	16,371
Balance carried forward to next year	55,924

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
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	229
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	17	2	0	1
My child is making good progress in school.	77	19	2	0	2
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	44	45	8	2	1
The teaching is good.	77	22	0	1	0
I am kept well informed about how my child is getting on.	48	41	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	53	37	9	0	0
The school is well led and managed.	84	14	0	0	2
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	48	32	12	0	8

Other issues raised by parents

A small number of parents wrote to the inspection team about a range of single issues, including some who wrote in praise of the school. The issues raised were all investigated and the inspection team's response will be found in the report.