

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Leigh

LEA area: Wigan

Unique reference number: 106512

Headteacher: Mrs A. O'Connor

Reporting inspector: Mr P. Mann
23219

Dates of inspection: 11th – 12th February 2003

Inspection number: 246604

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 category: Voluntary Aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: West Bridgewater Street
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Leigh

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Appropriate authority: The governing body

Name of chair of governors: Mr Peter Watt

Date of previous inspection: 6th October 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church CE Primary School has 213 pupils on roll, aged 4 to 11, and the average class size is 30. It is one of several schools in the Lancashire town of Leigh. The circumstances of many pupils are below that expected nationally and an above average number of pupils are in receipt of a free school meal. The building dates from 1880 when it was the original church school. The school has no playing field and it is surrounded by a large expanse of land scheduled for redevelopment. At the time of the inspection there were 20 children under five in the reception class. The attainment of children at the start of school is below average. Twenty per cent of pupils have been identified as having special educational needs and this is broadly average. There are currently three pupils with a Statement of Special Educational Need and 20 who require support from outside agencies. The proportion of pupils requiring specialist support is above average. A small number of pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school that is very well led and managed. An extensive range of exciting and vibrant learning opportunities is provided for all its pupils. Teaching is consistently good and there is a strong focus on raising pupil standards in all subjects. Staff provide high levels of support for all pupils within a caring Christian fellowship and combine with this good teaching; levels of pupil achievement are high across the school in many subjects. Taking into account the background of the pupils, the overall standards they achieve and the resources available, the school gives very good value for money.

What the school does well

- Standards in mathematics and science are above the national average. Pupils are making particularly good progress in their writing, art and music.
- Pupils demonstrate very good attitudes to learning and relationships around the school are very positive.
- The quality of teaching is consistently good across the school.
- Provision for the pupils' spiritual, moral, social and cultural development is very good.
- The school provides excellent levels of care and support for all of its pupils.
- Teachers plan an extensive range of activities to enrich the pupils' learning.
- Leadership and management of the school are very good.

What could be improved

- The overall attendance of pupils at school.
- The use of teaching time during the school day to enable lessons to be even more effective.

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 made good progress on the key issues identified at the time of the previous inspection. Standards in design and technology have improved. Inadequate provision for physical education still exists but teachers work hard to provide appropriate opportunities for pupils to achieve satisfactory standards. There are now schemes of work for all subjects and teachers plan for and provide good opportunities for junior pupils to learn independently. The quality of accommodation overall has been dramatically improved.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	C	C	A	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	A	
Science	D	C	B	A	

Inspection evidence confirms that, overall, pupils achieve above average standards in mathematics and science by the time they leave school at the age of 11 years. All pupils make good progress as they move through the school because of the consistently good teaching, effective use of assessment information and a strong focus on the teaching of basic skills. A specific emphasis has been placed on the teaching of writing and, as a result, this is being reflected in the quality of the pupils' work and level of progress being made in all areas of learning. Art and music are both taught well and, as a result, high standards are being achieved in both these subjects across the school in relation to the pupils' age and abilities.

Standards achieved by pupils aged seven in the 2002 national tests were average in reading but above the national average in writing and mathematics; particularly good results were achieved by more able pupils. Test results for the last three years indicate that standards have continued to rise at a faster rate than the national trend. When these results are compared against schools with similar circumstances, standards are well above average in reading, writing and mathematics. Eleven-year-olds attained average standards in English and mathematics in the 2002 national tests. Standards in science were above average. Results have fluctuated in English over the last three years but overall they are in line with the national trend. The rate of improvement in mathematics and science, however, has been faster than the national picture. Standards are well above average when compared with schools with similar circumstances or prior attainment. This high level of achievement is due to consistently good teaching, with a particularly a strong focus on the effective teaching of literacy and numeracy skills, and the pupils' very positive attitudes to learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils enjoy being part of the planned learning experiences. They work hard at their studies and display good levels of independence in their work.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school. All pupils respond very well to the high expectations of teachers and very good guidance they provide for positive behaviour around the school.
Personal development and relationships	Pupils respond very well to the many opportunities for developing personal and social skills. An atmosphere of caring for others is reflected in the very positive relationships between pupils and teachers and pupils themselves.
Attendance	Currently, attendance levels are below the national average and unsatisfactory overall. However, the school works hard to encourage parents not to take their children on holiday during term time.

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.

The quality of teaching is consistently good overall and no unsatisfactory teaching was observed. Five out of every six lessons seen were good or better and nearly a half of lessons observed were very good or better with two lessons being excellent in quality. The best teaching included some high quality specialist music lessons. Pupils with special educational needs or those who speak English as an additional language are taught and supported well, either in class or during specified times for individual work. The skills of literacy and numeracy are taught effectively in a structured way, with a good emphasis placed on the use of writing in other subjects. This high quality teaching overall ensures that all pupils make good progress as they move through the school.

Teachers manage pupils well in all lessons. They all create a very good working atmosphere through their high expectations of pupils' behaviour. Lessons are well planned and assessment information is used effectively to plan for the next stages in pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning experiences planned for children in the reception class are good. Good quality planning is ensuring that all subjects in the National Curriculum are being covered in detail for infant and juniors. Teachers plan a very extensive range of enrichment activities to support this programme and this is especially so in music and art.
Provision for pupils with special educational needs	Good procedures are in place to support these pupils. Individual education plans are effectively matched to the needs and capabilities of these pupils, resulting in good progress being made.
Provision for pupils with English as an additional language	The school provides very effective levels of care and support for these pupils, who are included in all learning opportunities. Specialist teachers from the local education authority work in partnership with school staff to ensure that these pupils make good progress in their learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is a significant strength of the school. Assemblies provide an outstanding opportunity for pupils to develop a wider sense of spirituality and belonging. The school has devised very good procedures for guiding pupils' moral development. Many good opportunities are planned for pupils to develop their social skills and independent learning. An awareness of other cultures is being fostered well alongside that of their own cultural heritage.
How well the school cares for its pupils	The school provides exemplary levels of care for all its pupils. Policies and procedures are very inclusive and ensure that pupils in need of support are effectively cared for. This excellent level of care is supported by the very good systems in place to monitor the progress and personal development of all pupils. Assessment information is being used very well to track the individual progress of pupils and set individual targets for what they need to do next to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management and leadership of the school are very good. The headteacher provides very clear direction for the school's work. She supports the work of the staff tirelessly and as a result there is a strong sense of team commitment to further improving standards. The deputy headteacher and co-ordinators play a very important part in this process and complete their delegated tasks very effectively.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and provides effective support for the work of the school. In partnership with the headteacher they have ensured that the quality of the building and resources has been improved to a very high standard for the benefit of pupils and staff.
The school's evaluation of its performance	The work of the school is monitored well. Teaching and learning is evaluated effectively by senior staff and co-ordinators. The governing body plays a full part in this process. Pupil data is analysed in a thorough and analytical way. This information is used very effectively to further raise standards and improve the quality of learning experiences for all pupils.
The strategic use of resources	Planning for school improvement is very comprehensive. Both staff and governors are fully involved at all stages of the process. Financial resources are used very effectively to both enhance the pupils' learning experiences and improve the quality of the accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The meeting was attended by 12 and 63 parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school (97%). • My child is making good progress (95%). • Behaviour in school is good (95%). • Teaching is good (95%). • Leadership and management of the school (95%). • Right amount of homework (95%). 	<ul style="list-style-type: none"> • The school works closely with parents (13%). • The overall quality of homework (8%).

Parents are fully justified in the features they like best about the school. A very small number of parents expressed negative perceptions about the school and how it listens to parents' views. Inspectors have looked at this issue in some detail and judge that the school makes every effort to listen to the views of parents and accommodate their needs for the benefit of their child. Some parents felt that homework varied in quality. The inspection team judges that the arrangements for homework are in line with most other primary schools and used well to support the pupils' learning in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics and science are above the national average. Pupils are making particularly good progress in their writing, art and music.

1. Pupils achieve above average standards in mathematics and science by the time they leave school at the age of 11 years. All pupils make good progress as they move through the school because of the consistently good teaching, effective use of assessment information and a strong focus on the teaching of basic skills. A specific emphasis has been placed on the teaching of writing and, as a result, this is being reflected in the quality of the pupils' work and level of progress being made in all areas of learning.
2. Attainment is below the expected levels for most children when they start school in the reception class. All these children make good progress on their prior attainment in all areas of learning. Previous assessment records indicate that many attain all the Early Learning Goals¹ in the six areas of learning identified for children in this age range by the end of the reception year. A small proportion are likely to be still working below these levels by the time that they start Year 1.
3. Standards achieved by pupils aged seven in the 2002 national tests were average in reading but above the national average in writing and mathematics; particularly good results were achieved by more able pupils. This is confirmed by over a third of pupils attaining the higher Level 3 in reading. In mathematics approximately four pupils in every ten achieved this level. Test results for the last three years indicate that standards have continued to rise at a faster rate than the national trend. When these results are compared against schools with similar circumstances, standards are well above average in reading, writing and mathematics. There are no significant differences in the performance of girls and boys overall in this age group. However, girls are performing better at reading and writing than the boys who are better than girls at maths. Boys are achieving well when compared with current national data.
4. Eleven-year-olds attained average standards in English and mathematics in the 2002 national tests. Standards in science were above average. These results have fluctuated in English over the last three years but overall they are in line with the national trend. The trend of improvement in mathematics and science, however, has been faster than the national picture. When compared with schools with similar circumstances, standards are well above average. These high standards are also exhibited when the 2002 results are compared with the prior attainment of these pupils at the age of seven. This high level of achievement is due to consistently good teaching, with a particularly strong focus on the effective teaching of the basic skills of literacy and numeracy, and the pupils' very positive attitudes to learning.
5. The school places a strong emphasis on personal development and the celebration of achievement. Teachers know their pupils very well and care for their individual welfare. Consequently, all pupils greatly value this and work hard. This very positive attitude to learning and a thirst for new knowledge is a major contributory factor in achieving good standards in many subjects throughout the school. Pupils greatly value the quality of

¹ **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

learning experiences that teachers plan for them and they respond accordingly by persevering with set tasks and completing work to a good level of presentation. This, combined with high quality teaching in many lessons, is ensuring that above average standards are being achieved in several subjects.

6. All pupils are making good progress in their speaking, listening and reading skills and, by the time they are 11, overall standards are in line with national expectations. Speaking and listening skills are taught well from an early stage in the pupils' development and, by the time they are in Year 6, most are good at listening and many can articulate their views during class discussions. The confident reading of prayers during school assemblies by Year 2 and Year 6 pupils exemplifies the good development of speaking and listening.
7. Teachers use the literacy lessons to effectively teach a range of reading skills and guided reading sessions provide ideal opportunities for the teaching of specific techniques. This ensures that pupils of all abilities, including those with special educational needs, make good progress in their reading. For instance, from an early age pupils are taught to decipher unfamiliar words using their knowledge of the letter sounds. By the time they are in Year 6, most read fluently and with expression. These pupils read with enthusiasm, displaying a love of books and reading for enjoyment. They are also able to use their skills of research well to locate information in books or search on the Internet for history, geography and science topics.
8. Writing skills are taught well across the school and good opportunities are provided for pupils to use their skills in many other subjects. Scrutiny of pupils' work and displays around the school indicates that teachers plan many opportunities for pupils to write for a wide range of purpose and audiences. For instance, pupils in Year 6 produced good accounts based on the Diary of Anne Frank. Many of these pupils are able to write in a mature hand, using many of the techniques and structures that they have learnt during literacy lessons. Higher attaining pupils in Year 6 use vocabulary well to create atmosphere and suspense in their story writing. For example, one Year 6 pupil wrote: 'By this time I was getting very annoyed and a sudden feeling came over me, rising and bubbling inside me like water boiling in a kettle. I shot out my finger which was now glowing and pointed it at Billy'.
9. Teachers in the infants ensure that the basic skills are taught in a progressive way. They use individual and group targets to encourage pupils to further improve and, as a result, nearly a fifth are writing at the higher Level 3. Older pupils in the juniors are provided with a good range of opportunities to write at length by, for instance, completing individual projects in geography about a river or when recording the results of their investigations in science. Throughout the school, work is well punctuated and Year 6 pupils are beginning to make good use of paragraphs and speech marks to provide structure and interest to their stories. Handwriting skills are taught well and pupils are encouraged to write in a neat style with the best results seen in class for Year 5 pupils where the quality of presentation is very good.
10. Numeracy skills are well developed because teachers provide good opportunities for pupils to practise what they have learned in a variety of practical situations. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning. This provides pupils with the confidence to solve problems and suggest alternative strategies to obtain a solution. For example, in an excellent lesson for pupils in Year 5, the teacher provided a good range of oral activities to review the pupils' knowledge of fractions and introduce them to the concept of percentages. The lesson was taught at a brisk pace and all pupils were fully involved in the new learning. As the lesson drew to a close, nearly all pupils were able to confidently convert several simple fractions into their equivalent percentages. By the time pupils reach Year 6 these skills are at a high level. About a fifth

of pupils in Year 6 are working at a level above that expected nationally. Analysis of pupils' work in Year 6 indicates that these pupils have developed good skills of investigation. Their knowledge of two-dimensional and three-dimensional shapes is good and they can use a range of data handling techniques such as pie charts to represent and interrogate information. Numeracy skills are also used well in other subjects, such as science and information and communication technology where pupils use the computer to illustrate their results in various charts and graphs.

11. Skills of scientific enquiry are well developed across the school. Science is taught in a structured way and a good emphasis is placed on investigative activity. By the time pupils are in Year 6 they are very knowledgeable and experienced across the breadth of the curriculum and most are working at the expected level with a high proportion working at above average levels. These pupils are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics, from habitats of animals to the study of forces such as air resistance. These older pupils are provided with very good opportunities to develop their writing skills through the completion of individual research on famous scientists such as Newton and Einstein.
12. Pupils are achieving high standards in music and art by the time they leave school at 11 because teachers plan an interesting and exciting range of activities in these subjects. The cornerstone of this achievement is the teachers' subject expertise. This is particularly so in music, where specialist teaching is providing a good platform for the development of music making across the school. Much of this music teaching is very good or better and lessons are very stimulating and often inspirational. All pupils respond very well to these high quality lessons and make consistently good progress in a range of music making skills. For instance, in a lesson for pupils in Year 3 the teacher made excellent use of words to portray different rhythms. This was complimented by good work on the dynamics and pitch of different sounds. All of these pupils found the work captivating and thoroughly enjoyed the experience. Impressive displays of pupils' artwork around the school exemplify the quality of learning experiences planned for all pupils. For example, Years 3 and 4 pupils are able to create dramatic pictures in the style of Turner while those in Year 5 display a good understanding of impressionist painters through their effective use of oil pastels and acrylic paints to create pictures in the style of Monet. High quality clay work on the theme of 'Creatures', displayed in the hall as the result of an art theme week, reflects the level of enrichment and attention given to this subject throughout the school year.

Pupils demonstrate very good attitudes to learning and relationships around the school are very positive.

13. Pupils' attitudes to the school, on the whole, are very good. It is clear that the very strong Christian ethos is moulding and shaping these attitudes. Virtually all pupils appear to enjoy coming to and being at school. They display an extremely keen interest in activities and find most lessons very stimulating. Most of the pupils willingly take part in class discussions, responding very well. The vast majority are well motivated and the overall response to teachers is very good. They concentrate very well despite the length of some lessons. Most respond well to challenges and show initiative, particularly when teachers' questions allow pupils to flex their imagination. Many of the higher attaining pupils can generate ideas and solve problems independently as exhibited in the very good projects on rivers completed by Year 5 pupils in their own time. All the pupils take responsibility for organising what they do. They take a delight in shared learning with partners, as well as working well by themselves. The ability of junior pupils to learn independently was identified as an area for improvement at the previous inspection. All of these good examples confirm the school's success in addressing this key issue.

14. The behaviour of pupils, overall, is very good. Pupils respond very well to the school's expectations of how they should behave in and around the premises and this has a positive impact on pupils' learning. All the pupils are prepared to take responsibility for their own actions and most respond well to school rules. The way pupils organise themselves so well at assembly, with no direction from teachers, speaks volumes about the level of self-discipline. Pupils are genuinely courteous, trustworthy and respectful. Oppressive behaviour, bullying, sexism and racism are extremely rare occurrences. Exclusions are an extreme rarity.
15. Overall, personal development and relationships are very good. The vast majority of pupils are fully aware of the impact of their actions on others. Many pupils are confident to talk about their behaviour, feelings and experiences with their classmates, although some of the younger children are still too shy to speak out. Most pupils play an active part in the life of the school and community and they are fully willing to share their views and feel that their voice is heard. Pupils show an unusually keen respect for the feelings, values and beliefs of others. Many pupils can articulate their own views and beliefs, and all listen carefully to others' views. When given the opportunity, pupils show initiative. For instance, Year 6 pupils undertake their lunchtime responsibilities with enthusiasm and dedication. All are willing to carry out routine jobs in the classroom and around the school. Relationships between pupils and between pupils and staff are excellent. Pupils recognise and respect the Christian dedication of many of the staff and, through this respect, the staff stand out as role models, helping to shape and guide pupils' personal development.

The quality of teaching is consistently good across the school.

16. The quality of teaching is consistently good overall and no unsatisfactory teaching was observed. Five out of six lessons seen were good or better and nearly a half of lessons observed were very good or better with two lessons being excellent in quality. The best teaching included some high quality specialist music lessons. Pupils with special educational needs or those who speak English as an additional language are taught and supported well, either in class or during specified times for individual work. The skills of literacy and numeracy are taught effectively in a structured way, with a good emphasis placed on the use of writing in other subjects. This high quality teaching overall ensures that all pupils make good progress as they move through the school.
17. Good planning and thorough preparation characterises the teaching in this school. Learning objectives are clearly identified for all lessons and teachers often share them with pupils at the start of lessons so that the purpose of the work is made clear. In the best lessons these learning intentions are shared with the pupils again at the end to determine the overall effectiveness of new learning. In the very best lessons, pupils are given the opportunity to reflect on and to evaluate their own progress in achieving these objectives. This was very effectively demonstrated in an excellent mathematics lesson for Year 5 pupils. The teacher asked all pupils at the end of the lesson if they had understood what they had recently learnt in the lesson and whether they needed some extra help next time. Pupils willingly volunteered this information and the teacher noted their responses in readiness for planning the follow up lesson.
18. Resources are used well to make lessons interesting and introduce new concepts. This is particularly so in literacy lessons. For example, in a lesson for pupils in Year 2 all the pupils used a mini whiteboard to record their own, paired rhyming words. All pupils held these up to show the teacher, providing her with a good opportunity to assess the attempt of each individual in a very efficient way. The new computer suite is used effectively to teach information and communication technology skills to individual pupils each week. As a result of this regular teaching of computer skills all pupils are making good progress in this important area of learning. Learning support assistants are well briefed and provide

valuable support to individuals or to small groups. This support is particularly effective during 'literacy hour' sessions.

19. Lessons contain a good balance between direct teaching, activity by the pupils and time to review what has been learned. All teachers are skilled in using questions to assess the pupils' understanding and challenge their thinking. Good subject knowledge, combined with good explanations, ensures that the pupils make good progress in lessons. For example, in a good science lesson for Year 6 pupils the teacher questioned the pupils very effectively to review the previous lesson on forces to ascertain the pupils' level of understanding before introducing a new concept. Teachers constantly monitor the pupils' progress, making opportune prompts to support the slower learners as well as providing challenging questions or comments to stretch those of higher ability. Music is taught to a very high standard throughout the school because the part-time teacher possesses very good subject knowledge and an unbounded enthusiasm for the subject. In an excellent lesson, pupils in Year 3 benefited greatly from this high quality teaching of singing by performing an ostinato with considerable confidence.
20. Teachers manage pupils well in all lessons. They all create a very good working atmosphere through their high expectations of pupils' behaviour. Very positive relationships and mutual respect exist between teachers and pupils. This, combined with clearly established classroom routines, is enabling all pupils, including those who occasionally exhibit challenging behaviour, to concentrate on their work and make good progress. Consequently, the pupils' very good behaviour and positive attitudes to learning contribute significantly to the quality of learning experiences within the school. This was demonstrated effectively in a mathematics lesson for pupils in Year 6. The teacher managed the lesson well and good management of the pupils' behaviour ensured that the lesson was successful and all pupils gained from the planned activities. Time is used well in most lessons but sometimes younger pupils sit for too long on the carpet listening to the teacher or the amount of time in some classes that is dedicated to the development of literacy skills is greater than one hour per day.
21. Pupils with special educational needs are taught well by teachers and support assistants. Specific needs and targets for improvement are clearly identified within individual education plans for these pupils. This good practice ensures that all these pupils, including those with specific difficulties, make good progress in their learning.
22. The quality of teachers' marking is consistent across the school and is of good quality. It is thorough and provides the basis for the school's ongoing assessment of the pupils' progress and achievements. Teachers provide very good levels of praise for pupils and targets for improvement are shared through good quality feedback with individuals and groups of pupils. Teachers' marking is backed up with good assessment procedures and detailed evaluations of the pupils' progress and individual lessons. Homework is used appropriately to supplement and reinforce what is learnt in class. Pupils throughout the school are encouraged to take reading books home together with spellings and number work. Older pupils are encouraged to complete individual projects to develop their own research and study skills.

Provision for the pupils' spiritual, moral, social and cultural development is very good.

23. The provision for spiritual awareness is outstanding overall. Displays of beautiful artwork completed by the pupils are prominent in all the classrooms and corridors. High quality music lessons provide pupils with regular opportunities to make music both as individuals and as a group. In particular, assemblies are planned very well and used very skilfully to explore many themes. The daily act of collective worship fully complies with statutory requirements. They are always well planned. The central theme behind almost all acts of

worship is the exploration of meaning, purpose and values, and a broad Christian outlook is the basis of collective worship in the school. Time for pupils to reflect on their experiences is extremely well established and this reflection profoundly enhances their spiritual awareness. For instance, some Year 6 pupils performed a synchronised dance mime to the whole school. This was very well performed to music and it provided a wonderful opportunity for all pupils present to appreciate the powerful spiritual overtones experienced while watching this silent mime. When combined with very good opportunities for individual reflection during this assembly, this activity provided an excellent start to the school day.

24. Arrangements for pupils' moral development are very good and, as a result of this, all the pupils have developed a very clear understanding of right and wrong. School and classroom codes of conduct are developed with the co-operation of pupils and are clearly visible in the classrooms and around the building. The school promotes honesty, fairness and justice very well and pupils understand the importance of being truthful. Equal opportunities and personal rights are well developed and given a high priority. The moral development of pupils is very well planned through both everyday teaching and a range of procedures that reward good behaviour and effort to achieve. Time is set aside for reflection and discussion in all classes and pupils are encouraged to discuss moral principles openly as and when they occur.
25. The provision for pupils' social development is very good overall. Staff and other adults at the school are very significant role models. Pupils are accustomed to taking responsibility for their own actions and the school provides very good opportunities for pupils to demonstrate a sense of responsibility and citizenship. Most pupils exhibit good self-discipline all of the time but any straying from this path are quickly corrected by the staff in a fair but firm way. The principle of fairness is being firmly engendered in pupils in preparation for secondary school and adult life. The impact of the very good relationships that exist is reflected in the orderly and peaceful atmosphere around the school. Older pupils are expected and encouraged to care for the younger ones. When given the opportunity, most pupils show initiative and a keen sense of responsibility and independence. Residential visits for older pupils provide very good opportunities to enhance the social development of pupils.
26. The provision for pupils' cultural development is good overall. Very many pupils understand the value of their cultural traditions and most of the pupils show a clear appreciation of the cultural diversity of British society. The school provides many enriching cultural experiences for its pupils. The school works hard to provide pupils with opportunities to appreciate art, literature and music. Good use is made of visits from artists, poets and theatre groups to enrich the curriculum for pupils.

The school provides excellent levels of care and support for all of its pupils.

27. The headteacher and staff at the school strive to provide the highest levels of care possible for all pupils. The school prides itself in being able to support pupils in need and many professionals from other agencies comment very positively about how well this is achieved. Parents also comment very highly about this level of care. The procedures for child protection, safety and welfare are extremely well established. All teachers are fully aware of the emotional state, physical condition and intellectual capacity of their pupils. Procedures for meeting the needs of pupils with special educational needs are clear and statutory requirements regarding the care of pupils with statements are fully met. Compliance with local authority child protection procedures is secure and arrangements for dealing with possible instances of child abuse are very good. The requirement to have a designated Child Protection co-ordinator is fully met. The very good communication with

other welfare agencies and excellent monitoring procedures for pupils ensure that any pupils at risk are very well cared for.

28. There is a good health and safety policy in place. The school promotes the awareness of health and safety issues very well and good risk assessment procedures have been well established by the governing body.
29. Overall, the school monitors and promotes regular attendance very well. The recording and reporting of attendance fully complies with statutory requirements. Pupils' attendance is monitored very well and arrangements for following up unauthorised absences are very good. There is a clear commitment to improving attendance and links with a local fast food outlet are used effectively to support this programme through annual presentations of good attendance awards. Absences are followed up and the school works closely with the education welfare officer to target any persistent non-attendance.
30. The school's procedures for monitoring its pupils' academic performance are very good. The assessment of pupils' attainment and progress is based on very clear procedures for all age ranges and both statutory and optional assessments in Key Stages 1 and 2 are very well established. The teachers make good use of assessment information to guide their lesson planning in English, mathematics and science. Teachers make good use of these records to support pupils' learning and achievements. Assessment, recording and monitoring of attainment and progress are an integral part of teaching procedures and very well presented portfolios of pupils' work are part of this process. Teachers keep detailed records about the progress of individual pupils. Senior staff use computer software very effectively to track and monitor the achievements of each pupil. Data is then fed back to teachers who then use it effectively to plan for the next stages in pupils' learning and set them targets for further improvement. This good practice is now being developed further in all other subjects.
31. The overall educational and personal support and guidance for pupils is very good. The procedures for monitoring and supporting pupils' personal development are very well established. For instance, a very comprehensive record of achievement folder is maintained for every pupil in the school and presented to them at the end of Year 6. Pupils take great pride in selecting pieces of work for inclusion in their folders. Individual education plans for pupils identified as having special educational needs are of good quality and help these pupils to make good progress. The quality of the school's liaison with outside professional agencies to support special needs pupils is very high.

Teachers plan an extensive range of activities to enrich the learning experiences of pupils.

32. Overall, the quality and range of opportunities available for all pupils within the school are very good. There are now schemes of work in place for all subjects and this is an improvement on the findings of the previous inspection. The planned learning experiences for children in the reception year are of very good quality and fully comply with government guidance. These plans identify a strong emphasis on learning through play with a clear emphasis on the development of basic literacy and numeracy skills. Good quality planning is also ensuring that all subjects in the National Curriculum are being covered in sufficient detail for pupils in the infant and junior classes. The literacy and numeracy strategies have been effectively implemented throughout the school and a strong emphasis has been placed on the development of writing in many other subjects.
33. The school works very hard to ensure that the curriculum is socially inclusive. Teachers' planning takes the pupils' gender, age and attainment fully into account. The needs of pupils with English as an additional language are featured in curriculum plans and the

quality of support is good. Good use of teaching groups ensures equality of access for all pupils. This is particularly so in classes with large numbers where extra teaching staff are used to good effect to provide smaller teaching groups.

34. Theme weeks and enrichment activities feature strongly each term. These range from specific projects focusing on writing to a multi cultural week about China. Very effective murals of local buildings displayed within the school hall bear testament to the quality of these experiences. Completed by older pupils with the assistance of a local artist, they depict several local buildings. Teachers also provide a wide range of very good opportunities for pupils to write in depth about such experiences. For instance, a Year 5 pupil wrote movingly about an art activity, experienced as part of an Education Action Zone Peace and Harmony project. She wrote: 'As I saw the clay lying lifeless, I thought of the great possibilities. The untouched clay was completely still and as smooth as a pebble. The grey lump of clay sat silently waiting for a touch'. Part of this week included a session of Samba dancing and another pupil wrote: 'We all played different parts and so saying the words helped me to concentrate on just my bit!'
35. The headteacher and staff have established very strong links with the local community and these links enhance pupils' academic progress. Pupils' social skills are improved by the school's very strong involvement in the locality and the impact of the community on pupils' knowledge of the world around them is very positive. Design and technology was a key issue for the school at the previous inspection and the subject co-ordinator has placed a strong emphasis in the involvement of local industry as part of the overall improvements made within this subject area. As a result of this link, pupils have greatly benefited from a national project called the 'Technology Tree' in helping the school to establish links with local businesses. The impact on pupils' sense of citizenship and personal development is very clear. The school regularly brings the community into the school to enhance pupils' appreciation of the wider world. Visits from representatives of ethnic minorities have been established and very good links exist with the local church. The school is very often involved in local community events and pupils are encouraged to develop business skills by raising money for local and national charities.
36. Overall, the school provides a very good range of extra-curricular activities and activities outside of lessons are an integral part of school life. These range from a several sporting clubs to a scripture club for Years 2 and 3 pupils. There is a variety of games available as part of the physical education curriculum despite the lack of a greenfield site adjacent to the school. For instance, older pupils have achieved some very good results at local cross country and athletics events. Musical events, both inside and outside school, provide pupils with many good opportunities to perform to an audience. Teachers also plan a very wide range of visits out of school and the school makes very effective use of visitors to enrich the curriculum.

Leadership and management of the school are very good.

37. The quality of leadership and management by the headteacher are very good. Her leadership provides a very clear focus to the school's work and in its ability to further improve. The headteacher's delegation of management responsibilities to staff is very good and the senior management team set a very good example to all. They set high expectations for the work of pupils and staff and this is clearly demonstrated in the quality of their own teaching and positive relationships with staff and pupils alike. Teamwork is a very strong feature of the school. Staff are supported and valued in what they do and as a result of this all the teachers, support assistants and administration staff work very well together as a team for the benefit of all pupils.

38. This is a thinking school that uses its resources to very good effect in the process of raising pupil standards. For instance, the allocation of non-teaching time to the deputy headteacher to improve the use of pupil assessment information has been very effective. As a result of this initiative, the progress of all pupils is now monitored very closely and teachers are now using the information gathered to effectively plan for the next stages in their pupils' learning. A very high priority is placed on school improvement and this is very effectively exemplified in the very high quality improvement plan. Detailed action plans for each subject are identified and curriculum co-ordinators are fully involved with the design and implementation of these plans.
39. The aims of the school fully reflect the positive Christian ethos that is clearly evident around the building. There is a very strong emphasis on care for all pupils and on the raising of standards at all levels. A particular focus has been on improving the quality of pupils' writing. Results of this initiative have been impressive and the very good standard of pupils' work on display around the school for all to see confirms that this is the case.
40. The school's performance is monitored and evaluated very well by staff and governors. The development of good teaching practice is most carefully monitored and evaluated. The induction procedures for new staff are of high quality. Good teachers are regularly used to support others and develop the overall level of subject expertise, and all elements of teaching that are in need of improvement are invariably turned into a strength. Significant emphasis is placed on performance management as a means of raising standards and performance targets are clearly understood by all the teaching staff. There is a profound sense of commitment from teachers to work as a team and to provide the best possible education for all pupils in this school. There has been good improvement since the previous inspection.
41. The governing body works hard to fulfil its duties in an effective way. Governors are entirely committed to supporting the work of staff. Governors have gained a good level of understanding about the school's strengths and areas for further development. For instance, those governors with a responsibility for literacy and numeracy have observed lessons throughout the school. Their observations have been formally shared with other members of the governing body to provide further insight into the quality of provision within the school. The governing body works hard with the headteacher and senior staff to shape the strategic direction of the school. The governors very regularly monitor school improvement during the school year and they play a positive role in setting targets for school development and improvement. The governing body ensures that it fulfils its statutory duties well and financial matters are dealt with in an efficient and purposeful way by administration staff. The headteacher works extremely closely with the governors to further improve the school and much has been achieved with the standard of accommodation since the previous inspection.

WHAT COULD BE IMPROVED

The overall attendance of pupils at school.

42. The level of overall attendance at the school is unsatisfactory. Daily classroom registration is conducted well. Lateness to school and for classes is rare but the level of authorised absences is higher than the national average. The proportion of pupils absent without good reason is, however, in line with the national average. The school has a number of pupils from families seeking asylum and from homes where domestic circumstances are difficult. In both cases, the attendance records of these children are very low. This is compounded by a growing number of families taking term time holidays.

The use of teaching time during the school day to enable lessons to be even more effective.

43. The allocation of teaching for the school week is in line with government guidance. The strategies for literacy and numeracy have been implemented effectively but some sessions are overly long. As a result, the pace of some lessons slows and, sometimes, infant pupils sit on the carpet for too long. Often the full hour is not needed by the teachers to complete literacy and numeracy lessons effectively. Teachers endeavour to provide a good range of enrichment activities for pupils during the school year to support learning. A review of available teaching time would provide more opportunities for teachers to develop an even better range of learning opportunities for all pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To make the school even more effective the headteacher, governing body and staff should now:
- improve levels of pupil attendance;
 - review the use of teaching time during the school day.

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	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	4	6	2	0	0	0
Percentage	15	27	43	15	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils known to be eligible for free school meals	57

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Needs	3
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

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

Attendance

Authorised absence

	%
School data	7.1
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	19	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	16	17
	Girls	18	19	19
	Total	34	35	36
Percentage of pupils at NC Level 2 or above	School	94 (86)	97 (93)	100 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	17	17
	Girls	19	19	18
	Total	35	36	35
Percentage of pupils at NC Level 2 or above	School	97 (90)	100 (79)	97 (86)
	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	14	19	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	12	14
	Girls	15	14	17
	Total	27	26	31
Percentage of pupils at NC Level 4 or above	School	82 (82)	79 (85)	94 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	12	13
	Girls	14	13	15
	Total	24	25	28
Percentage of pupils at NC Level 4 or above	School	73 (76)	76 (79)	85 (88)
	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	206	0	0
White – Irish	0	0	0
White – any other White background	3	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	0	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	2	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)	9.6
Number of pupils per qualified teacher	22.3:1
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	129

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	409,765
Total expenditure	417,017
Expenditure per pupil	2074.71
Balance brought forward from previous year	60,666
Balance carried forward to next year	59,289

Results of the survey of parents and carers

Questionnaire return rate 27%

Number of questionnaires sent out	214
Number of questionnaires returned	58

Percentage of responses in each category *[due to rounding, numbers may not total 100]*

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	67	28	2	0	3
Behaviour in the school is good.	57	38	3	0	2
My child gets the right amount of work to do at home.	64	29	5	0	2
The teaching is good.	66	29	2	0	3
I am kept well informed about how my child is getting on.	50	41	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	78	17	3	2	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	64	29	7	0	0
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	69	26	2	0	3
The school provides an interesting range of activities outside lessons.	50	28	10	3	9