

INSPECTION REPORT

DARFIELD UPPERWOOD PRIMARY SCHOOL

Darfield, Barnsley

LEA area: Barnsley

Unique reference number: 106600

Headteacher: Mr David Smith

Reporting inspector: Dr Richard Perkin
14591

Dates of inspection: 2nd – 3rd December 2002

Inspection number: 246609

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Dartree Walk
Darfield
Barnsley
South Yorkshire

Postcode: S73 9NL

Telephone number: 01226 754336

Fax number: 01226 755027

Appropriate authority: The Governing Body

Name of chair of governors: Mr Robin Bates

Date of previous inspection: 19th January 1998

© Crown copyright 2003

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
14591	Richard Perkin	Registered inspector
19446	Susan Wood	Lay inspector
17085	George Mitchell	Team inspector

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Darfield Upperwood Primary is a community primary school with 243 pupils catering for boys and girls from four to 11. Children start school in the term in which they are five. There is one pupil, a refugee, who has English as an additional language and one other pupil from a black African background; all other pupils are of white British heritage. There are six Traveller pupils on roll. The school is situated in the small community of Darfield, east of Barnsley. The school's catchment area is mixed, with privately owned houses and council owned property. It is an area of high unemployment. An above average proportion of pupils qualify for free school meals. The number of pupils on the special educational needs register is below average, but the proportion of pupils with statements is broadly average. The range of special educational need includes moderate learning difficulties, emotional and behavioural difficulties, communication disorders and autism. Children's attainment on entry to the reception class is also below average, particularly in communication, language and literacy. The school is a Beacon School.

HOW GOOD THE SCHOOL IS

Darfield Upperwood Primary is an excellent school. Pupils attain well above average standards from a below average start. Teaching and learning are very good. Pupils have very positive attitudes to learning and behave very well. Leadership and management are excellent. The school gives very good value for money.

What the school does well

- Leadership and management are excellent, leading to high standards and very good provision.
- Standards are well above average because of the very good teaching and the extremely effective leadership and management of subjects.
- Pupils' attitudes, behaviour and personal development are very good because of the very good provision for their personal development.

What could be improved

There are no significant areas for improvement.

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 January 1998. Improvement since the last inspection is excellent. Standards in English, mathematics and science have improved from average to well above average. Standards in music have improved. The quality of teaching and learning has improved from good to very good overall with a significant increase in the amount of very good and excellent teaching. All the issues identified at the last inspection have been successfully addressed. The quality of the curriculum has improved from satisfactory to very good and all schemes of work are now complete and working very effectively. The provision for spiritual, moral and cultural development has improved. Arrangements for assessment and the use of assessment in planning are now very good. The quality of leadership and management has significantly improved and is now excellent; the governors are now very strong and financial management is now very good; the budget deficit has been very effectively turned around.

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	A	B	B	A	well above average A above average B
mathematics	A*	A	A	A*	Average C below average D
science	A*	A	A*	A*	well below average E

National test results for 11-year-olds have been consistently high over the past three years and, in 2002, the results in science were in the top five per cent nationally. In mathematics and science, they were in the top five per cent for schools with a similar proportion of free school meals. In the tests for seven-year-olds, standards in reading and writing were well above the national average; in comparison with similar schools, pupils' performance was in the top five per cent in reading and well above average in writing. Standards were above the national average in mathematics and science and well above the average for similar schools. The school sets itself very ambitious targets; it did not quite reach them in 2002 in English but came very close in mathematics. Standards for the present Year 6 are on course to be well above average in English, mathematics and science. Standards are above average in information and communication technology (ICT), music and physical education (PE). They are average in design and technology (DT). There was insufficient evidence to make judgements about the other subjects of the curriculum. Children in reception are on target to achieve the national early learning goals by the time they start Year 1. Pupils' overall achievement is excellent; those who have special educational needs achieve very well, as do Traveller children and pupils for whom English is an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great enthusiasm for school and enjoy their lessons and other activities.
Behaviour, in and out of classrooms	Very good. Behaviour is very good in lessons and sometimes better than that. It is consistently very good at playtimes and excellent in assemblies.
Personal development and relationships	Very good. Relationships and personal development are very good. Pupils show great respect for one another's views and work. The elected members of the school council take their roles very seriously.
Attendance	Satisfactory. The governors have rightly identified that absences caused by family holidays are a concern for the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The quality of teaching and learning is very good in all areas of the school. Almost two-thirds of the teaching is very good or excellent and almost all is at least good; no unsatisfactory teaching was seen. The teaching of English, including literacy, and mathematics, including numeracy, is very good and teaching is also very strong in science, ICT, music and PE. Teaching in the reception class provides a very good start for children and they continue to learn rapidly as they move through the school. Because teachers have extremely high expectations of work and behaviour, pupils work very hard. They acquire basic skills very quickly because of the very rapid pace of lessons. Pupils with special educational needs are taught very effectively through the teachers' carefully adapted planning, the expert support these pupils receive and their very good individual education plans. Pupils for whom English is an additional language learn at a very rapid rate because of the teachers' awareness of their needs and the effective support they receive. The needs of Traveller children are very well met and they are very well integrated into their classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a broad and balanced curriculum that is significantly enhanced by a very good range of high quality extra-curricular activities and residential visits. There are very constructive relationships with neighbouring schools.
Provision for pupils with special educational needs	Very good. These pupils are identified early. Teachers plan specially adapted work for them and they are very well supported by expert teachers and support assistants. Where necessary, outside agencies are involved in their support.
Provision for pupils with English as an additional language	Very good. Their needs are quickly identified and suitable support provided for them. Teachers work hard to integrate them into the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral development is excellent; teachers and pupils apply the Upperwood Code consistently and teachers lead by example. Provision for spiritual development is very good; assemblies promote the celebration of achievements and religious education lessons enable pupils to reflect on the values and beliefs of others. The school promotes racial equality well. Social development is very well promoted through frequent opportunities for co-operative work and play, the school council, residential visits, team sports and the choir. Cultural development is very well enhanced by very good quality displays, musical and other performance activities and rich experiences of other cultures.
How well the school cares for its pupils	Good. This is a caring school that has effective arrangements for child protection and for ensuring the pupils' welfare. There are strengths in assessment and its use in teachers' planning; in the monitoring of pupils' academic performance and personal development; and in the promotion of

	good behaviour and elimination of bullying and other oppressive behaviour.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a very clear view of where the school is going, a view shared by the very strong senior management team, staff and governors. Subject and aspect leadership is overall of an extremely high quality. The school has a firm commitment to improvement and is not in the least complacent. Both headteacher and deputy headteacher provide an excellent lead through their teaching. The very high quality of leadership extends beyond the school and ensures that the school is outward looking. The school's aims and values are very effectively and consistently put into practice in its life and work.
How well the governors fulfil their responsibilities	Very good. The governing body plays a very active part in shaping the school's educational direction and knows its strengths and areas for development very well.
The school's evaluation of its performance	Excellent. The school is extremely good at evaluating its own performance and provision, identifying suitable priorities for further improvement and taking appropriate action to meet them.
The strategic use of resources	Very good. Very good financial planning benefits from very efficient management of resources. Careful attention to obtaining the best value possible supports pupils in achieving as well as they possibly can.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that the school has very high expectations of their children. • Children like school, make good progress and are enabled to become mature and responsible. • Teaching and leadership are good. • They are comfortable in approaching the school about problems and complaints. 	<ul style="list-style-type: none"> • Some parents are unhappy about the amount of information they receive about their children's progress. • Some parents are dissatisfied with the range of activities outside of lessons.

The inspection judgement confirms the parents' positive views. The amount and quality of information provided is satisfactory. Provision for activities outside lessons is very good, and includes not only extensive clubs for sports, music and ICT but also the Early Birds Club for pupils in reception and Years 1 and 2 and their parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are excellent, leading to high standards and very good provision.

1. At the time of the last inspection, the headteacher had been in post for only a short time and was just beginning to develop the partnership with the deputy headteacher that is such a strength now. By expanding the senior management team, and forging a strong relationship with a virtually new governing body, the headteacher has developed a team that shares his very high expectations for the pupils. The success of the team is shown by the marked improvement in standards since the last inspection. The headteacher leads by example, taking on a regular teaching commitment and setting a very strong lead through his assemblies. The deputy headteacher backs this up by excellent mathematics teaching and through the mathematics club where more able mathematicians rise to the challenge of work that is more typical of pupils three years their senior.

2. The school is not content to achieve only within its own walls. By accepting the challenge of being designated a Beacon School, it has been able to extend its role within the local group of schools and the local education authority as a whole. The school is also developing an international dimension through contacts in Canada, Hungary and Australia. The staff have responded very well to the opportunities these initiatives present for sharing their own good practice, and taking on good practice and new ideas from outside.

3. Staff have regular meetings away from school so that all can participate in making key decisions such as, for example, setting the school's aims. Consequently, there is an excellent shared commitment to improvement and high levels of consistency in implementing policies and practices. For example, all teachers have very constructive relationships with their pupils and manage their classes in the positive ways indicated in the school's behaviour policy. Pupils, in their turn, abide very well by the Upperwood Code and the other class rules that they have played a part in developing. The high standard of display throughout the school is another indicator of the high expectations and very positive relationships that underpin the school's philosophy and practice. The school's strong commitment to the inclusion of pupils of all backgrounds, circumstances and abilities is seen in the very good provision for pupils who have special educational needs as well as the very effective integration of pupils for whom English is an additional language and the Traveller children in the school. The needs of higher attainers and pupils identified as having particular talents are also very well taken care of.

4. The school's commitment to consult and empower its members is shown in the very highly developed roles played by subject and other co-ordinators, who take their responsibilities for improving their subjects very seriously. Pupils, similarly, take their responsibilities in electing their representatives to the school council to heart, as do the candidates themselves, preparing convincing posters and policy statements before the elections. They know from experience that their views on such issues as bullying will influence decision making. Parents are consulted about, for example, the development of the Early Birds Club where parents of younger pupils can work together with their children before school officially starts. Parents are also consulted to discover the reasons for the low turnout at the governors' annual meeting for parents.

5. The school's very high expectations are underpinned by a culture of self-evaluation. Thorough analysis of pupils' performance in national and other tests and assessments and careful monitoring of teaching and learning inform the setting of priorities for the school

development plan. The standards achieved are compared with those reached in other similar schools, as well as with national standards. Challenging targets are set as a result. Because the management knows the particular strengths of teaching through performance management procedures and other forms of monitoring, teachers can be placed where they can contribute best. For example, subject strengths are used imaginatively, particularly with the older pupils, to ensure that expertise in, say, music is used with several classes. The deputy headteacher's capability in mathematics is used to challenge higher attainers in a maths club and the science co-ordinator's skills boost pupils' science skills in another after school club. Where areas for development are identified, advice is sought and training obtained. For example, staff training in design and technology (DT) followed quickly when it was found to be less further on than other subjects in its development. Subject and aspect co-ordinators play a major part in the process of evaluation and have a direct formal line to senior management through key stage meetings as well as the usual informal communications that typify a school with such good relationships. The process of evaluation feeds through to the classroom in the way in which teachers' lesson evaluations and the assessment information they gain is used to plan the next lesson. This ensures that pupils' knowledge and understanding build on firm foundations and that skills are developed systematically.

6. Only a very small number of the present governing body were in post at the time of the last inspection. The changes in personnel made since then have played an important part in supporting the headteacher's initiatives. The governing body has a very good balance of expertise, knowledge and experience relating to the school itself, to the local community and to wider issues. Under very effective leadership, governors have developed the confidence to support and challenge decisions knowledgeably and independently within a framework of shared commitment to the good of the pupils. Parent governors, for example, feel able to express their concerns frankly, knowing that they will receive an honest hearing. Joint training events with teachers and other staff, and a subject link for each governor, ensure very good opportunities for communication between staff and governors. Because of these close links, governors are able to contribute successfully to the school development plan at several different levels. Discussions with subject co-ordinators enable them to have an early input. They have a more formal input when the plan goes first to the governors' curriculum committee and then to the full governing body. Subject links operate in a variety of ways, depending on the circumstances of the governor concerned. They are all effective, however, in providing the governors with valuable information about the school and how it is working. Consequently, the governors have a very clear knowledge of the strengths of the school and the areas in which it could do better.

7. The school's priorities, as agreed by staff, management and governors, are put into action through detailed and very good quality action plans. These are carefully costed and then considered by the governors' finance committee to see whether they present the best possible value in terms of their effect on pupils' standards and the school's educational provision. Very efficient financial administration in school ensures that governors have fully up to date information on which to base their decisions. The large budget deficit that was a concern at the time of the last inspection has now been turned into a surplus. Judging by the improved standards, this has not had a negative effect on the school. In fact, because of some unexpected income late in the financial year, the surplus carried forward was larger than planned. The decision was quickly taken to spend the extra income on providing an extra teacher to ensure that classes were kept as small as possible and to provide more flexibility in deploying teachers and managers. Such effective decision-making typifies the management of the school. Further financial developments involve other neighbouring schools working together to provide more bargaining power in achieving best value in obtaining, for instance, the services of an ICT technician. The effects of the school's very efficient use of its resources can be seen not only in the standards achieved by the pupils but

also in the beautifully kept premises and the very stimulating learning environment that results.

Standards are well above average because of the very good teaching and the extremely effective leadership and management of subjects.

8. The well above average standards that pupils attain and the excellent achievement that this represents result from consistently very good teaching and excellent management. The school's excellent evaluation processes enable weaknesses in particular subjects, or parts of subjects, to be identified quickly and appropriate action to be taken. For example, when music was seen to be an area for development, a co-ordinator with expertise in music was appointed with a brief to improve standards and provision in music throughout the school. Because the open nature of the classrooms was seen to be an inhibiting factor, a separate music room was provided so that teachers and pupils could feel confident in making the volume of sound necessary to develop singing and composition skills. They could also make full use of the new resources that were made available. Teachers' confidence was developed through training and through the example provided by the co-ordinator, who was enabled to take several of the older classes for music and to lead music in assemblies. The co-ordinator was thus able to raise the profile of the subject in school by ensuring that opportunities were provided for pupils to listen to a variety of music, both recorded and live, in assemblies. She also opened up more opportunities for pupils to learn to play instruments and set up a choir and recorder classes. As a result, standards in music are now reaching above average levels and the breadth of pupils' experience of music has significantly improved. A similar picture is emerging in DT, which is benefiting from more recent attention that is already raising pupils' standards to at least nationally expected levels. Investment in resources and training under the guidance of an energetic and knowledgeable co-ordinator is already paying dividends in improving the experiences provided for the pupils.

9. Under the guidance of the special needs co-ordinator, teachers and support staff are very clear about what they need to do to ensure that pupils who have special educational needs learn as well as they should do. The pupils' individual education plans are firmly based in realistic evaluation of what they need to do to improve and include clear learning objectives with actions that progress in small steps so that success can be easily assessed and understood by the pupils as well as the teachers. Teachers adapt their planning to take full account of the needs of these pupils and target questions skilfully to draw them out or push them on. Appropriately trained, and often very high quality, classroom assistants are very skilled at providing the right kind of help to promote both learning and independence. They work very effectively in supporting individuals and groups within the class and in working with small groups outside the classroom. Because their plans are closely aligned to those of the teachers, pupils cover similar ideas and skills but at a more suitable level and consequently learn very well. When necessary, outside agencies are involved. Parents are kept fully informed and, wherever possible, involved in their children's learning. As a result of this very good provision, pupils who have special educational needs make very good progress. Similar qualities inform the approach to pupils who have English as an additional language. Their needs are diagnosed as soon as they arrive in school, work is adapted to meet their needs and appropriate support is provided. They also make rapid and very good progress. The Traveller children in the school are fully integrated into the life and work of the school and learn at similar rates to the other pupils. Higher attainers are appropriately challenged and provision is made for those who have special abilities.

10. Children make a very good start to life at school. The teacher prepares them for their arrival in reception by visiting them in their various nurseries and other settings. They arrive with levels of attainment that overall are slightly below those expected, particularly in communication, language and literacy. The reception class teacher, who is also the co-

ordinator for the Foundation Stage, is knowledgeable and committed to developing her expertise through training. She works closely with the nursery nurse to plan work that brings the children on well so that, by the time they leave the reception class, they are likely be achieving the national early learning goals in all areas. This good progress results from planning that is firmly based on careful assessments. The teacher and nursery nurse present a consistent experience for the children through their very well developed class management skills. The needs of all children are carefully identified and those who have special educational needs, for example, are given specific and appropriate targets for their learning. The classroom is very well organised to ensure that the children enjoy stimulating learning experiences that develop their skills in all areas of learning.

11. The improvement of standards in English, mathematics and science that occurred four years ago set targets that were difficult to maintain. The fact that the school has maintained these high standards for pupils in Year 6 is, to a large extent, due to the extremely effective way in which the subjects are led and managed. The school has also maintained the improvements in standards for pupils in Year 2 that began a year later. All three co-ordinators are themselves very able teachers and provide an example for other teachers to follow. They have very well developed proficiency in their subjects and have been able to develop high levels of expertise in others through the in-service training they have provided, and through bringing in other help and advice. All three co-ordinators have substantially improved resources for their subject; for example, the development of the woodland area and a pond area provides rich opportunities for pupils to improve standards in science by learning directly by observation and enquiry. By thorough monitoring of teaching and learning in their subjects and careful analysis of tests and assessments, they ensure that actions taken are based on very good knowledge of the subjects' strengths and weaknesses. Consequently, decisions such as that to adapt the National Literacy Strategy to provide more opportunities for pupils to write independently and at length have been effective in improving the quality of pupils' writing.

12. Standards in ICT are also improving rapidly as the very knowledgeable co-ordinator develops the school's resources and provides training for staff. There is a very good ratio of computers to pupils and ICT is widely used in teaching and learning in all subjects as well as having time allocated for the development of its own skills. Consequently, confidence and competence are high for both pupils and teachers. So, for example, the teacher in a lesson on Indian music made use of the interactive whiteboard to clarify the subtle differences between musical *tala* forms. Many displays around the school benefit from the high levels of presentation that desk top publishing allows and art work in the style of the artist, Mondrian, for example, is achieved through the use of a computer painting program. Standards in ICT are now above average for pupils in Year 6.

13. The school has a teaching and learning policy that has been jointly developed by staff. This is very consistently applied. The very strong emphasis on high expectations for all pupils reinforces the school's strong commitment to making certain that pupils of all levels of ability achieve to their maximum potential. Consequently, day-to-day assessment ensures that teachers are clear about how well each pupil is doing and whether they are making sufficient progress within lessons and over time. Teachers make sure that the class knows what the learning objectives are for each lesson, and check at the end to see whether those objectives have been met. As a result, pupils know how well they are doing and what they have yet to learn. Teachers' lesson planning is very thorough and is based on their evaluation of previous lessons so that suitable work is planned for each level of ability. For example, in an excellent English lesson looking at the structure of biographies, different examples were used with each of three groups of pupils to ensure that they learned the basic concepts but at a level that each could manage, with each group challenged appropriately by what was asked of them. Teachers' marking of work is thorough and rigorous, clearly reflecting the level of work

and improvement they expect – for instance, ‘Good connectives but you need to add commas’.

14. Lessons have an extremely brisk pace and the basic skills of literacy and numeracy are taught very well. Pupils are encouraged to apply these skills in other subjects so that, for example, they develop their measuring skills in science and DT lessons and learn to use the appropriate technical language in lessons in mathematics and other subjects. ICT is used extensively in other subjects and the basic skills of the subject are very well developed through confident and knowledgeable teaching. Because they have regular and frequent opportunities to practise basic skills, pupils acquire them at a rapid rate and their progress in learning in all subjects is enhanced. Pupils are encouraged to work with high levels of independence. They are taught strategies for, for example, searching books and the internet for information and so are able to develop independent contributions for the school magazine, many of which are of very good quality.

15. Very skilful class management, based on very constructive relationships, ensures that pupils work very hard. For example, a PE lesson with Year 6 pupils, taught with great energy and flair, led to high levels of physical and creative effort but also included a very good balance between activity and time for evaluation. High levels of interest and concentration are ensured by the teachers’ interesting presentation of material and choice of materials. They employ a wide range of resources to catch and hold pupils’ attention and use such equipment as white boards very effectively to ensure that all pupils are fully involved. Lessons and equipment are invariably very carefully organised and prepared so that no time is wasted. Consequently, the mental maths session in an excellent numeracy lesson with Year 2 moved at a rapid rate and the pupils had to remain alert to keep up. As a result, levels of learning were excellent.

Pupils’ attitudes, behaviour and personal development are very good because of the very good provision for their personal development.

16. The development of children’s independence begins in the reception class. Children are encouraged to register themselves present and to record what they have learned in a simple format. The teacher or nursery nurse is then able to transfer these self-assessments into a computer programme that enables more sophisticated interpretations to be made. The very good role models presented by the adults help the children to make decisions, share with others and develop constructive relationships. They are given opportunities to initiate, sustain and return to activities. They are introduced to the Upperwood Code and become familiar with and respond to the adults’ use of happy and sad faces to record good and less acceptable behaviour. Their response is very positive and their behaviour is very good as a result. Children learn to talk about their feelings and to listen to other children with attention and respect through circle times, where they take turns to talk and to listen to others under the guidance of an adult.

17. The school’s excellent provision for pupils’ moral development builds on what the reception children have learned and experienced. The Upperwood Code takes on more sophisticated meaning as the pupils get older so that, by the time they are in Year 6, pupils are very well aware of issues of right and wrong. Their consideration of rules such as the Ten Commandments, and the development of their own class rules, ensures that they take account of the implications and consequences of following rules blindly or not following them at all. School assemblies give strong moral messages about the need to help those who are lonely, and to be caretakers of our world. The teachers’ consistently very good class management means that behaviour in classrooms is very good and, in some lessons where pupils’ attention is particularly focused, excellent. Teachers praise good behaviour rather than emphasising poor behaviour – ‘Don’t make me nag you, X,’ said one teacher to a boy who

was thinking about losing concentration. The layout and size of the playgrounds and, in fine weather, the extensive playing fields provide ample spaces for harmonious play. Infants and juniors have separate playgrounds so that the younger, more timid children do not feel threatened by bigger pupils running around. Behaviour in both yards is very good and there is very little bullying. Pupils and parents agree that the little bullying that does occur is dealt with very quickly and firmly. There are good facilities for sitting and talking quietly and for appreciating the trees and plants that are scattered about the playground and pupils avail themselves of these. Other groups of pupils play actively but sensitively with the balls and other equipment that is available. The whole atmosphere is friendly and pleasant.

18. Very good provision for pupils' spiritual development is exemplified in assemblies, where pupils are encouraged to reflect on, for example, how the school caretaker looks after the school. They are reminded that they too are caretakers of the natural world as well as needing to help the school caretaker to maintain a clean and tidy working environment – 'Our cloakroom's been the muckiest all year,' said one boy, regretfully taking the responsibility on behalf of his class mates. Pupils are generous in their appreciation of the work and efforts of others and learn to comment on other pupils' efforts sensitively and constructively, in PE, for example. In religious education lessons, pupils consider the beliefs and values of other religions and learn to respect them. They learn about relationships, about the misuse of drugs and consider how the events of September 11 have affected their views on Muslim people and whether or not that this is fair to Muslims. Because the teaching is so consistently very good, pupils are often presented with situations where they enjoy learning and wonder at some of the things they learn. One lower attaining pupil, for example, greeted the news that he had worked out the answer to a number problem correctly with a triumphant gasp.

19. Pupils' social development is very well provided for. The school council plays an important part in preparing pupils for life in a democratic society and teaches them to take account of the views and opinions of others. They develop the skills of turn-taking that they learned during circle discussions and feel the responsibility they have in representing the views of other pupils. Residential visits ensure that pupils learn to take account of other people's needs as they live together in unfamiliar places. These visits also teach them the joys and demands of team work and that they sometimes need to rely on others, as, for example, when they are climbing a particularly tricky rock face. The school gives a high profile to sports and games and values the learning they provide about working together for the good of the team. The many opportunities provided in lessons for pupils to work together also help develop co-operative working and the sharing of resources. Pupils are given many opportunities to take responsibility around the school. Some Year 6 pupils, for example, come in to school early to help the younger pupils and their parents in the Early Birds club.

20. Pupils' cultural development is very well provided for. They experience the music of many cultures, responding, for instance, very positively to the instruction to beat out different measures in their study of Indian music. They treat the unfamiliar rhythms as another interesting musical experience rather than as something odd. They respond positively, too, when the co-ordinator plays Mozart as they leave the hall after assembly and enjoy the organ music by Messiaen they listen to as they enter the hall. Stimulating opportunities are provided to react to and model the work of a variety of artists. Literature is given a high profile and younger pupils, for example, write poems based on a poem by Eric Carle. Older pupils investigate the tragedy of Macbeth. Throughout the school, pupils explore their own locality in geography and history and look further afield through the various travels of Barnaby Bear.

21. Pupils' personal and academic development is very effectively tracked and monitored. Their work is assessed very effectively and careful note taken of the progress they make in their studies and in their personal development. Parents in the questionnaire were pleased

with the school's high expectations of their children and the way in which the school was helping them to develop into mature and responsible people.

WHAT COULD BE IMPROVED

22. There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school should continue with its planned developments as set out in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	8	1	0	0	0
Percentage	9	52	35	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	243
Number of full-time pupils known to be eligible for free school meals	58
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	25
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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	12	23	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	20	21	21
	Total	31	32	33
Percentage of pupils at NC level 2 or above	School	89 (98)	91 (90)	94 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	21	21	22
	Total	32	33	34
Percentage of pupils at NC level 2 or above	School	91 (93)	94 (93)	97 (98)
	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	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	18
	Girls	14	13	15
	Total	28	30	33
Percentage of pupils at NC level 4 or above	School	82 (86)	88 (86)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	14	14	15
	Total	30	32	34
Percentage of pupils at NC level 4 or above	School	88 (86)	94 (86)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusion 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	241	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	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	1	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)	11.2
Number of pupils per qualified teacher	22.1
Average class size	27

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	110

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	539782
Total expenditure	509506
Expenditure per pupil	2054
Balance brought forward from previous year	49271
Balance carried forward to next year	30276

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	3

Total number of vacant teaching posts (FTE)	
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

47%

Number of questionnaires sent out

243

Number of questionnaires returned

113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	61	33	3	1	1
Behaviour in the school is good.	51	46	0	0	3
My child gets the right amount of work to do at home.	51	38	6	1	3
The teaching is good.	65	31	1	1	2
I am kept well informed about how my child is getting on.	37	48	10	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	3	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	44	46	4	5	1
The school is well led and managed.	62	34	5	0	0
The school is helping my child become mature and responsible.	66	33	1	0	0
The school provides an interesting range of activities outside lessons.	41	39	11	6	6

Percentages are rounded to the nearest integer and may not total 100.