

INSPECTION REPORT

PARSON CROSS CE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107107

Headteacher: Mrs D Woodward

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 18th – 19th November 2002

Inspection number: 246649

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:	4 – 11 Years
Gender of pupils:	Mixed
School address:	Halifax Road Sheffield
Postcode:	S6 1LB
Telephone number:	0114 2313956
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Atkins
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parson Cross Aided Primary is an average sized school located on the outer edge of Sheffield. The pupils come from the surrounding area, which is below average socio-economically. A total of 206 pupils (107 boys and 99 girls) aged between four and eleven attend, almost all of whom are of white British origin; none has English as an additional language. One in twelve pupils are eligible for free school meals, which is average. There are 27 pupils with special educational needs, two of whom have a statement of special educational need. Both figures are close to the national average. About three-quarters of the children starting in the reception class have benefited from some pre-school educational experience. Attainment on admission varies each year but is generally below average; results over four years show that there are weaknesses particularly in communication, language and literacy, mathematical development and in children's concentration skills. There have been few staff changes; the deputy is currently on secondment for a year. The school building has been improved since the previous inspection and there are other planned developments this academic year. The school is part of an Education Action Zone and receives support through the Single Regeneration Budget.

HOW GOOD THE SCHOOL IS

This very good school is led excellently by the headteacher and managed very well by a committed and enthusiastic staff. The teaching is often very good and the pupils make very good progress. The pupils have very good attitudes and work hard. By the end of Year 6 standards are well above average in English and mathematics and among the top five per cent of schools in science. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science at the end of Year 6 are well above average and progress throughout the school is good
- Pupils' behaviour, attitudes, personal development and social skills are very good
- The quality of teaching and learning is at least good and it is often very good in the reception and Years 5 and 6 classes
- The leadership and management of the school are very good

What could be improved

- Increasing the pace and challenge of some lessons and the quality of presentation of pupils' work in some classes
- Improving the school's accommodation

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 very good improvement since the previous inspection in December 1997. Standards have improved and the quality of the curriculum, teaching and learning is better. The leadership and management have successfully built upon the strengths of the school and tackled all areas for development effectively. The building has been improved. The school is well placed for further improvement as the staff and governors share a commitment to high standards and quality.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	B	A	A
Mathematics	B	B	A	A
Science	A	A	A*	A*

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

From below average attainment in many important areas on admission to the school, the pupils make good progress and achieve impressive results in Year 6. Results in science were among the top five per cent of schools when compared nationally and with those with similar intakes. By the end of Year 2, standards in the national tests in reading were in line with the national average and above average in mathematics and writing. When compared with schools with similar intakes, standards were average in reading, above average in writing and well above average in mathematics. Teacher assessments in science showed that all pupils attained the expected level and results were among the top five per cent of schools. The school sets sufficiently challenging targets and assessment is used well to review regularly the pupils' progress in meeting them. The school is on course to meet its targets because of effective teaching and subject leadership. Inspection evidence shows that standards are at a similar level to those attained in the national tests in 2002. By the end of Year 6, standards in English, mathematics and science are well above average. By the end of Year 2, standards are average in reading and above average in writing and mathematics.

Children in the reception class make good progress in their physical, personal, social and emotional development and attain the early learning goals in these aspects of their work by the end of the reception year. Progress in knowledge and understanding of the world and creative development is very good and standards are above those expected. Progress is good in communication, language and literacy and mathematical development although few children attain the expected goals by the end of the reception year, due to their low levels of attainment in language on admission to the school.

Pupils of all abilities make good progress. The more able pupils make very good progress in Years 5 and 6 and good progress in other year groups. Progress is at its best in the reception class and Years 5 and 6 due to highly effective teaching and learning. Pupils in these classes make very good progress. Pupils with special educational needs make very good progress because their work is matched to their needs, individual education plans are sharply focused and reviewed regularly and good quality additional support is provided. Pupils achieve well overall and particularly so in Years 5 and 6 where learning is very brisk.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and well motivated. They give of their best and are justifiably proud of their school and their own achievements.
Behaviour, in and out of classrooms	Very good. The pupils help to make the school a purposeful and well-ordered place in which all are valued. There is very little bullying and there have been no exclusions.
Personal development and	Excellent. The school's council takes a mature interest in the school.

relationships	Pupils get on very well together and appreciate one another and the staff. The oldest pupils are very effective, independent workers.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

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

Teaching and learning are at their best in the reception class and Years 5 and 6. Overall the teaching is very good; it has improved since the previous inspection. Basic skills are taught very well and teachers have good subject knowledge of English, mathematics and science, which they use well to plan interesting and stimulating lessons. Teaching in the reception class of communication, language and literacy and mathematical development is very good and another strength is the provision made to promote the children's knowledge and understanding of the world through many well-structured and varied activities. Throughout the school the teaching of information and communication technology is good. Teachers have particularly effective ways of teaching practical subjects such as art and design and the extensive use of visits and visitors enhances learning in this subject. Support staff are very effective and make good use of individual education plans to support the very good teaching of pupils with special educational needs. In most cases teaching meets the needs of pupils of all abilities. The oldest, more able pupils are set very demanding work and thrive on this challenge. Homework is used consistently through the school and pupils say that it helps them to improve. Marking is sometimes excellent as it is linked to targets and guides pupils very well on what to do to improve. Teachers manage behaviour very well. Learning objectives are shared at the start of lessons and teachers also encourage pupils to use correct vocabulary in all subjects. The main areas for improvement are in improving the pace of some lessons and insisting on better presentation of work in the infants. The pupils are very good learners who are enthusiastic about school and homework. They work hard and are very productive in lessons. Older pupils take much pride in presenting their work using well-formed handwriting and including correct spelling and grammar. Pupils listen very well and are keen participants in debate and discussion.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides interesting and stimulating activities and the curriculum is enriched by good extra-curricular activities and visits. All curriculum requirements are met. The school has very successful ways of developing literacy and numeracy skills.
Provision for pupils with special educational needs	Very good. There are very good individual education plans and regular reviews of the pupils' progress. Parents are involved well and support staff make a very effective contribution.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is a vibrant and interesting place where positive values are taught consistently. The staff are very good role models and encourage thoughtfulness, creativity and tolerance successfully. Pupils are prepared very well for life in a culturally diverse society.

How well the school cares for its pupils	Very good. Staff provide high levels of care meeting the physical, emotional and academic needs of the pupils. Assessment is used well to set targets and raise standards.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent headteacher and staff share a common vision and work together effectively. There are clear lines of responsibility and all work hard to provide a very good quality of education. There is good monitoring of the subjects.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's work. They contribute much through long term planning and strategy and are regular visitors to the school.
The school's evaluation of its performance	Very good. There is rigorous analysis of test results and monitoring of teaching and learning. Performance management targets are well focused and regularly reviewed in order to raise standards.
The strategic use of resources	Very good. The school makes very good use of funds and the principles of best value are used very effectively when purchasing supplies and services. Good use is made of funds and resources from the Education Action Zone and other sources. The budget is managed very well and the school has good resources. Imaginative developments in the school's accommodation have enhanced learning.

Some aspects of the school's accommodation are unsatisfactory including the limited outdoor play space and hall, which is unsuitable for physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school, work hard and develop positive attitudes and values • The teaching is good and enables their children to make good progress and be successfully prepared for the next stage of their education • The leadership and management of the school are very effective and all staff are approachable 	<ul style="list-style-type: none"> • A few parents would like more information about their children's progress

The inspection team fully endorses the positive views of parents. The school provides good information about what is to be taught and how well the pupils' are making progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science at the end of Year 6 are well above average and progress throughout the school is good.

1. Analysis of national test results show that standards at the end of Year 6 are well above the national average in English and mathematics and among the top five per cent of schools in science. When compared with schools with similar intakes, standards are equally impressive. Pupils in Year 6 achieve very well because the teaching is of high quality. Trends over time show that standards have improved at a rate above that of the national improving trend. There is very good challenge in the teaching in Year 6 and as a result more able pupils are very successful. Conscious of the underachievement of boys in the past the staff have adopted good systems to support boys' learning. This year, the gap between girls' and boys' performance has closed. When comparing the performance of the same group of pupils with their attainment in the national tests at the end of Year 2 in 1998 it is clear that pupils have made very good gains in their learning. Inspection evidence shows that the school is on course to meet its challenging targets in the 2003 and that standards are well above average. The school has been given an award for teaching basic skills successfully.
2. Results of national tests at the end of Year 2 have been low for several years and progress has been uneven. The school's use of effective target setting, improved approaches to teaching and initiatives such as *reading recovery* have begun to impact on attainment. The staff have also been aware of the need to raise standards in writing and through *writing days* they have brought a good focus to raising standards. These improvements have helped to raise attainment in tests in 2002. Standards in reading are average and above average in writing and mathematics. When compared with schools with similar intakes standards are average in reading, above average in writing and well above average in mathematics. Girls achieve slightly better than boys although the gap in performance is closing through the school's good strategies. Trends over time show that standards are rising. Inspection evidence shows that the school's strategies are working and that standards at the end of Year 2 are rising and are likely to be at least at the level achieved in the 2002 tests.
3. Children start school in the reception class with below average skills, knowledge and understanding in most areas of their development. They make good and sometimes very good progress in all of the areas of learning due to well-focused teaching and an effective and well-balanced curriculum. The children make a successful start to school and very good progress in their personal, social and emotional development. Almost all attain the expected goals for their age in this area of learning. The children's limited language development when they start school hampers them from attaining all of the early learning goals in communication, language and literacy by the end of reception. Nevertheless, the children make good progress and enjoy learning to read and write. The children make good progress in mathematical development although few attain the early learning goals by the end of reception. Progress in knowledge and understanding of the world is very good as the curriculum is very interesting and stimulating and the staff provide a very good balance of activities. Pupils achieve very well in this area of learning and standards exceed the early learning goals in knowledge and understanding of the world.

4. Standards in information and communication technology are average at the end of Years 2 and 6. This is a significant improvement since the previous inspection. Pupils make good progress in basic computer skills and use computers effectively to support other subjects such as research in history and using digital photography in art and design. Year 6 pupils use the computer to research topics in science and make multi-media presentations that are interesting and full of information. Standards in art and design are above average by the end of Years 2 and 6 and pupils make good progress. They benefit much from the expertise of visiting specialists and the wide range of opportunities to work with a variety of media. Work in the style of Georgia O'Keeffe is particularly impressive in combining a range of techniques including digital photography. Teachers display the pupils' work to very good effect. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. For example, the stunning work on African art including very good work in clay helps the pupils to appreciate the richness and diversity of other cultural traditions.
5. Pupils with special educational needs make very good progress and achieve well. The staff are skilful in setting targets for the pupils and review them regularly. There is a good level of support provided in lessons. The *reading recovery programme* works well in supporting those pupils who find difficulty in learning to read. There is a good focus on promoting pupils' understanding through a wide range of texts and careful questioning ensures they have understood what they have read. The very good links made between reading and writing are resulting in rising standards. Those pupils with emotional and behavioural difficulties receive very effective support which enables them to work well alongside their peers. The firm, friendly and well-focused approach to discipline contributes much to the pupils' stability and enables them to learn effectively. Support staff are particularly skilful in working alongside pupils with statements of special educational needs. They offer much encouragement and guidance which enables the pupils to participate fully in lessons and make good gains in their learning.
6. More able pupils in Years 5 and 6 make very good progress. The teaching is very well focused as teachers' plans take full account of what has previously been studied. Lessons include a wide variety of challenges and because they have good pace the pupils are motivated to do well and work hard. The pupils are very productive and hard working. They attain above average standards in all aspects of their work. More able pupils in other classes make good progress in improving their skills, knowledge and understanding as the work is matched well to their ability. The staff place a good emphasis on encouraging the pupils to explain what they are doing and to be clear about strategies they have used. This effective use of questions helps to promote good progress for all pupils.

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

7. This aspect of the school's work is very successful. The pupils' very good behaviour, positive attitudes and excellent relationships contribute in no small measure to making the school a happy and purposeful place in which pupils thrive. Parents speak highly of the way the school helps their children to become mature and to take responsibility. The school's very good provision for spiritual, moral, social and cultural development has a very positive impact on developing pupils' awareness of the needs of others and of the value of individuals. The strong emphasis on children's personal, social and emotional development in the reception class helps the children to make very good strides in becoming sociable and confident.

8. The pupils have very good attitudes to school. They are enthusiastic and keen learners who work hard and produce good quantities of work. Part of the pupils' success is due to the very effective use of individual targets linked not just to learning and improving skills, but also to promoting self-esteem and good behaviour. Discussions with the pupils showed that they are very positive about the school and that they thoroughly enjoy all that is on offer. Pupils show strong commitment to the many and varied extra-curricular activities such as the football clubs with Sheffield Wednesday. The pupils speak very positively about the school and opportunities afforded them to make decisions through involvement in the school's council. Pupils are keen to debate and take part in discussions. In an excellent English lesson in Year 6 the pupils sensitively and effectively discussed the ways in which Henry V motivated his troops before a battle and then drew conclusions about how they might motivate someone to do something they were unsure about. Pupils are very enthusiastic about artwork and discuss competently a variety of processes they have used to create stunning pictures in the style of O'Keeffe. In mathematics lessons pupils keenly answer questions and explain different strategies for solving problems. They also collaborate well in large projects and the more able share their ideas with less confident friends. Pupils with special educational needs also contribute fully in lessons because they are given well-focused support and staff and other pupils respect their views. All pupils listen attentively and keenly follow instructions. In an ICT lesson in Year 1 the pupils paid close attention to the teacher as she explained how to import pictures and create different sized text and showed they clearly understood the process by completing the task quickly and effectively. Because of the very good skills developed from reception the pupils become confident learners and this contributes to their very good learning.
9. Behaviour at the school is very good. There have been no exclusions and the few pupils, mainly boys, who have behavioural and emotional difficulties understand the boundaries beyond which they must not go and usually behave well. Staff are very sensitive and positive in dealing with occasional incidents of poor behaviour and because of this consistency the pupils develop a very good understanding of the differences between right and wrong and have a thorough knowledge of the school's code of conduct. Positive behaviour is reinforced and celebrated in assemblies and on the school's *merit tree*. The parents are kept well informed and involved in supporting their children's good behaviour. The pupils have a mature and sensible attitude to school rules and regulations. They take responsibility with much enthusiasm for keeping the school clean and tidy and are willing volunteers when anything needs doing to help the school run smoothly. Pupils move around the school in an orderly and calm way; they step aside to let others pass on corridors or on the stairs. The pupils show much respect for others and willingly talk to visitors in a well-mannered and polite way. In spite of the restricted space there are few accidents in the playground. Pupils play together sensibly and safely and make full use of the school's facilities showing much respect for resources. The *garden gang* helps to maintain the garden and all pupils enjoy the opportunities to show care for their environment. Incidents of bullying are rare. The pupils, together with staff and governors, have recently focused on a project to ensure that all feel safe and secure in school. Pupils express much confidence that any issue of bullying, intimidation or rough play would be dealt with sensitively and quickly by the staff.
10. Relationships at the school are excellent and are founded on the school's strong Christian tradition. Pupils are very supportive of each other and older pupils act as friends to the children in reception. In lessons pupils show mutual respect and are clearly pleased when their peers succeed academically and socially. Teachers foster a community spirit through providing very good extra-curricular activities and

encourage all to participate. The staff keenly promote pupils' social awareness and pupils take personal responsibility seriously. Members of the school's council feel very involved in decision making and listen carefully to the views of other pupils which they represent at meetings with staff. Pupils are conscientious and thoughtful showing very good maturity in their relationships and personal development. They think carefully about their work and older pupils successfully plan how they might present their work and also select their own resources. They are good at checking their own work. Throughout the school pupils refer to their individual and class targets and show much enthusiasm in meeting them. The pupils' attitudes, behaviour and relationships contribute much to the good standards achieved at the school.

The quality of teaching and learning is at least good and it is often very good in the reception and Years 5 and 6 classes.

11. Teaching and learning issues raised at the time of the previous inspection have been tackled very well. Teaching has improved since the previous inspection and is now very good, which has had a beneficial impact on the rate at which pupils learn and their achievement. The parents expressed much confidence in the quality of teaching at the school and their views are justified by inspection evidence. There are many strengths in the teaching and very few areas to develop. The headteacher has successfully guided staff through a rigorous process of monitoring, evaluation and training to raise the level of skills and to sharpen up lessons so that they meet the needs of the pupils. Teaching is almost always good and contributes to effective learning throughout the school. Teaching and learning are at their most impressive in the reception class and Years 5 and 6 where there is much challenge, high expectation and very good levels of productivity from the pupils.
12. The teachers meet the needs of pupils with special educational needs very well and this aspect of teaching is very good. Pupils with special educational needs are given full access to the curriculum and join in all the activities of the school. Parents are kept well informed of their progress and involved in annual reviews and also in setting targets in individual education plans. Support staff play an important part in lessons in helping these pupils to join in and to make worthwhile contributions. They are very skilful in asking questions which check on how much the pupils have understood. Staff refer to the pupils' individual education plans when planning work and the support staff also monitor the pupils' progress against the targets in these plans. There are regular reviews and new targets are shared with the pupils and their parents. Increasingly, the pupils are becoming involved in contributing to their own individual education plans. Support staff work alongside groups of pupils with special educational needs and through the effective use of praise and good encouragement inspire confidence in the pupils. This worked very well in a Year 5 lesson where a pupil shared his ideas effectively with the rest of class knowing that his views would be valued. The support staff are briefed well on the needs of the pupils and have a clear understanding of the approaches and resources to be used to enhance the pupils' learning.
13. The reading recovery programme is taught very well as it successfully combines a wide variety of approaches including regular practice of reading, learning new words, developing pupils' knowledge of the sounds that letters make and opportunities for homework. Parents are often involved in this programme and this combination is helping the pupils to make very good progress. Pupils with behavioural and emotional difficulties are supported very well and all staff are consistent in guiding and helping these pupils. By setting challenging but achievable targets these pupils are left in no doubt about what is expected of them and they are improving to such an extent that

they recognise their own problems and are mostly keen to improve and meet their targets.

14. Teaching in the reception class is very good and equips the children well for the next stage of education as successful learners. The staff focus very well on promoting the children's personal, social and emotional development by providing good opportunities for the children to work independently and in different sized groups. They encourage co-operation and collaboration and also allow the children to make choices so that they learn to become independent. There is a good balance between adult directed and child chosen work. The staff assess the children thoroughly and monitor their progress. In the good teaching of communication, language and literacy there is a strong focus on encouraging the children to enjoy books and to practise and refine their writing through formal and informal activities. A particular strength in the teaching is the very good way that staff promote the children's knowledge and understanding of the world. There is an abundance of practical opportunities for the children to explore scientific ideas and to learn through play. Staff intervention in these sessions is very good as they ask well-focused questions to check on the children's understanding. They also appropriately intervene by making helpful suggestions and introducing a good range of vocabulary.
15. There are several strengths in the teaching and learning which are common to all subjects and classes. Lessons are planned very thoroughly and often include tasks for the different abilities in the classes. The staff clearly explain what is to be taught and the pupils are left in no doubt about what to do next. The support staff are briefed well and are clear about their work. Staff often mark work very effectively and in the best instances marking is linked to the individual targets set for the pupils. This excellent practice guides the pupils on what they should do to improve. Because there is a good structure to the curriculum the teachers are sure about the next steps in learning and build consistently on what has been taught before. The school has improved its schemes of work and planning since the previous inspection and there is a sense of purpose and good direction in long, medium and short term planning. Staff use this guidance well to plan lessons which motivate the children and enrich their understanding of new ideas. The staff also make good use of resources and enliven lessons through interesting anecdotes, vivid descriptions and illustrations. Learning is fostered well through praise and reward and the pupils are very proud to see their work displayed effectively through the school. Good use is made of visits and visitors to enhance aspects of the curriculum in, for example, history, physical education and art and design.
16. Pupils respond very well to the interest shown to them by the teachers. They are keen and well-motivated learners. They work hard and most take much pride in presenting their work well. The pupils work hard and apply very good effort in practical subjects such as art and design and science. The teachers show much concern for the individual pupils and form very effective relationships which underpin successful learning. The way the staff encourage the pupils to share ideas and value one another helps the pupils to respond maturely and with kindness when their classmates make a mistake.
17. The very good teaching in Years 5 and 6 promotes learning very well. The staff plan lessons very effectively and particularly focus on setting demanding work which extends pupils of all abilities. This is particularly the case in the teaching of English which includes interesting opportunities for the pupils to explore complex themes and ideas in the work of Shakespeare. Pupils readily empathise with characters and explain articulately their views of complex situations because the teachers ask

challenging open-ended questions. Pupils' work shows excellent marking which is incisive and includes clear guidance.

18. The teaching of English and mathematics is good with some very good and excellent features. Drama in Year 3 is taught excellently as it promotes very good skills in speaking and listening through high expectations and impeccable demonstration, motivating the pupils. Planning for English and mathematics draws on the guidance of the National Literacy and Numeracy Strategies and is adapted well to meet the needs of the pupils. The school also makes good use of a variety of published materials to support pupils' learning. When planning lessons the teachers take good account of the pupils' targets and also refer back to the results of marking so that pupils are set appropriate tasks. Pupils are very productive in lessons and work hard. The teachers expect much and because of skilful and varied approaches motivate the pupils to do well. Questions at the start of lessons are used very well to set the scene and the sharing of lesson objectives also makes clear to the pupils what they must do. The teaching of reading is very good with a regular programme of listening to pupils read and of involving parents wherever possible. The teachers provide good guidance for parents on how to help their children and regular practice of reading at home enables the pupils to improve their skills very well. Volunteers come into school to hear the pupils read and they are guided well by the staff on the questions to ask. Writing is taught very effectively and the links made with other subjects is a particular strength. Pupils write purposefully and at length, arguing a case based on evidence and they are very skilful in crafting a persuasive argument. The teachers understand very well the links between speaking and listening and reading and writing and capitalise on the pupils' interest and love of stories by introducing them to a wide range of texts. Much emphasis is placed on extending the pupils' vocabulary in all subjects and most lessons include direct teaching of technical terms which equips the pupils well in understanding complex ideas.
19. The teachers have very good subject knowledge and their thorough training on the National Numeracy Strategy has equipped them well to plan challenging lessons. The introductions to mathematics lessons include good opportunities to practise and improve mental calculations and pupils keenly answer questions. Lessons have brisk pace and pupils cover a good amount of work as the teachers set time targets for the completion of work. At the end of most lessons there is an effective review of what has been taught and the staff use this time to assess the pupils' understanding and to use the information to plan the next lesson. The staff successfully encourage the pupils to apply their numeracy skills in a range of subjects such as map reading in geography and measuring precisely in design and technology.
20. Evidence seen in other lessons and in the pupils' work shows that teachers have very good subject knowledge of science which they use well to achieve a balance between practical work, investigations and imparting scientific vocabulary and knowledge. The very good improvement in the teaching of information and communication technology since the previous inspection has been achieved through effective training which has helped staff to feel confident in using computers to enhance learning in a range of subjects. The teaching of art and design is imaginative, stimulating and challenging and results in pupils making very good progress in learning a wide range of complex skills and techniques.

The leadership and management of the school are very good.

21. The headteacher provides determined and excellent leadership and the staff and governors support her ably. Leadership and management of the school are very good and contribute much to the very good quality of education and the improving

standards. Parents express much confidence in the leadership and management of the school and are particularly pleased with the way in which all staff are easily approached. Parental confidence in the hard working staff is justified by inspection evidence. The school has continued to improve since the previous inspection and has successfully tackled the issues raised in the previous inspection report. The school is in a secure position and is oversubscribed and popular. Its very good reputation in the community is justified by inspection evidence. Secure systems and robust strategies maintain the momentum in school improvement.

22. The curriculum is managed very well and provides vibrant, relevant and exciting opportunities for the pupils to make consistent gains in their skills, knowledge and understanding. The curriculum has improved since the previous inspection and now meets all statutory requirements. The staff have clearly defined responsibilities and take them seriously; they are keen to develop the subjects and regularly attend training to improve their skills. They use the information from courses effectively to help them to plan a wide range of opportunities. The subject leaders monitor teaching and learning and use the information to check that topics are covered in sufficient depth. Good use is made of the analysis of national test results to focus on what needs to be done to improve and this has resulted in improved performance in mathematics and writing. By having specific opportunities for the pupils to practise skills in writing on special days the pupils have been taught good skills and the staff have used the results to plan the next step in learning. There are regular reviews of policies and schemes of work to ensure that staff are kept up-to-date. The development of some subjects, notably art and design, drama and writing have been supported well through the use of funds from the Education Action Zone.
23. The headteacher is very capable and plays a pivotal role in leading school improvement. She has the respect of parents and colleagues and is supported very well by the governors. All staff share a common vision which underpins their work in caring for the academic, social and pastoral needs of the pupils. The school has clear aims and pursues them rigorously particularly in the case of managing the care of pupils. All staff and other supporting adult visitors to the school are consistent in their commitment to the needs of individuals and this is apparent in the time, effort and resources given to support pupils with special educational needs, particularly those with emotional difficulties. Because assessment is managed well the staff have a good overview of the pupils' progress and development. There are good systems for analysing test results and using the information to target further improvement. The school is critical of its own performance and is always seeking ways in which to improve. This has resulted in the setting of sharply focused targets, which the school is on course to meet.
24. The governors fulfil their responsibilities well and are keen and well informed. They have a good understanding of the school's strengths and what needs to be done to improve further. Governors keep a check on the pupils' performance by frequent visits, liaising with subject leaders and taking an interest in reviewing the school's performance in national tests. They have a good understanding of the school's finances and make sure that best value is achieved through tendering for supplies and services. The school has met all recommendations in the previous audit report and financial systems are robust and managed well. The school makes good plans for spending and governors call the staff to account for spending on their subjects. Funds are used well for designated purposes and have a beneficial impact on pupils' progress. The appointment of a home/school worker through the Single Regeneration Budget has been successful in drawing the school closer to the parents.

WHAT COULD BE IMPROVED

Increasing the pace and challenge in some lessons and the quality of presentation of pupils' work in some classes

25. The school has clearly identified the need to raise the attainment of the more able at the end of Year 2 and has met with some success. Staff have implemented several initiatives which are beginning to sharpen up the teaching and focus on extending the pupils' skills. More work needs to be done on improving the pace and challenge in some lessons, and expecting better presentation particularly of the more able in the infants.

Improving the school's accommodation.

26. In spite of improvements to the school's buildings in recent years and the imaginative and creative way in which the staff make the classrooms and corridors stimulating and attractive, more remains to be done to improve the accommodation. There is very limited space available for physical education lessons in the hall, which is cramped and lacking in equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

27. In order to build upon the very good quality of education provided by the school, the headteacher, staff and governors should:

- ***increase the pace of some lessons and insist on better presentation by more able pupils, particularly in Years 1 and 2**
- ***improve the school's accommodation**

***The school has identified these issues in its development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	4

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	10	1	0	0	0
Percentage	12	35	47	6	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	206
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	29

English as an additional language

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

Pupil mobility in the last school year

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

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	10
	Girls	17	17	15
	Total	28	30	25
Percentage of pupils at NC level 2 or above	School	93 (82)	100 (88)	83 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	17	15	17
	Total	29	25	30
Percentage of pupils at NC level 2 or above	School	97 (88)	83 (91)	100 (79)
	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	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	19	18	19
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	97 (81)	97 (81)	100 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	18	18	19
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	94 (85)	97 (89)	100 (93)
	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	203	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	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	0	0	0
Any other ethnic group	0	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)	8.55
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	484,064
Total expenditure	480,886
Expenditure per pupil	2,206
Balance brought forward from previous year	15,988
Balance carried forward to next year	19,166

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	0
My child is making good progress in school.	55	40	5	0	0
Behaviour in the school is good.	54	45	2	0	0
My child gets the right amount of work to do at home.	49	42	8	2	0
The teaching is good.	60	38	2	0	0
I am kept well informed about how my child is getting on.	49	34	11	5	2
I would feel comfortable about approaching the school with questions or a problem.	69	28	2	2	0
The school expects my child to work hard and achieve his or her best.	71	28	0	2	0
The school works closely with parents.	48	43	2	5	3
The school is well led and managed.	69	29	2	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	60	37	3	0	0

Other issues raised by parents

Parents raised no significant issues and praised the work of the school. They were particularly pleased with the quality of teaching and the way in which the school is led and managed.