

INSPECTION REPORT

CROWLEES C of E (VC) PRIMARY SCHOOL

Mirfield, West Yorkshire

LEA area: Kirklees

Unique reference number: 107725

Headteacher: Mr D Hardcastle

Reporting inspector: G Brown
21060

Dates of inspection: 18 - 19 November 2002

Inspection number: 246710

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

© Crown copyright 2002

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 SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Springfield Park Parker Lane Mirfield West Yorkshire
Postcode:	WF14 9PD
Telephone number:	01924 326595
Fax number:	01924 326597
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Peter Craig-Wild
Date of previous inspection:	12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21060	Mr G Brown	Registered inspector
9348	Mrs M Le Mage	Lay inspector
17877	Miss C Ingham	Team inspector
11510	Mr K Oglesby	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crowlees is an above average size primary school situated in the small town of Mirfield between Huddersfield and Dewsbury. There are 14 single age classes in the school giving a total roll of 409 pupils with slightly more boys than girls. The school is over-subscribed and, although many pupils come from the mainly privately owned properties surrounding the school, others come from a range of more distant areas. On entry to the reception class, significant numbers of children are above average in terms of their personal development, language and communication and knowledge and understanding of the world. A well below average number of pupils (3.5 per cent) is entitled to free school meals. There are 23 pupils, mainly from Indian and Pakistani backgrounds, for whom English is an additional language, but none are at an early stage of English acquisition. A small number of pupils (4 per cent) have special educational needs, including some with physical or other specific learning needs. Four pupils have Statements of Special Educational Needs. The school works under its Christian Foundation and seeks to promote high standards and a range of meaningful experiences for pupils within a safe and caring environment.

HOW GOOD THE SCHOOL IS

Crowlees is a highly successful school with several outstanding features. Pupils achieve particularly well and many reach well above average standards for their age. The pupils benefit from the excellent leadership and management provided by an experienced headteacher and a strong and committed team of staff and governors. The quality of teaching and learning is very good and the school provides very effective education for all its pupils. It continues to fulfil its basic aims very well, particularly its emphasis on high achievement and the personal development of the pupils. The school provides very good value for money.

What the school does well

- By the end of Years 2 and 6, pupils' standards are well above average in the core subjects of English, mathematics and science. Standards in many other subjects are also high.
- The quality of teaching and learning is very good and enables pupils to make rapid and sustained progress as they move through the school.
- The quality of leadership offered by the headteacher is excellent and provides the key to a strong and influential management team.
- The learning opportunities for pupils are very good. The curriculum is rich, exciting and challenging.
- The school is successful in its provision for pupils with special educational needs and those who are able, gifted or talented.
- There is very good provision for the pupils' spiritual, moral and social development. This helps to create a positive school ethos marked by very good working relationships. Pupils show excellent attitudes to their work together with high standards of behaviour.

What could be improved

- There are no significant areas of weakness for the school to address.

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 when the standards achieved by the pupils were judged to be good. In addition, the quality of education, the school's climate for learning and the management and efficiency of the school were all very good. The school had no key issues to address following its previous inspection. Since that time, it has continued to make very good progress, overall. Pupils' standards have risen still further and all the strengths recognised during the previous inspection, have been either sustained or have improved again. The school has also benefited from the effective use of several national initiatives such as the Literacy and Numeracy Strategies and the support given to staff through performance management. This is a school that tries hard and successfully to improve on its already very good standards and qualities.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	A	A	B
Mathematics	A*	A*	A*	A*
Science	A	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school achieves high standards across all its age groups. Most children in the reception classes achieve very well and are on course to leave that year group with well above average standards, particularly in their speech and language, mathematical development and knowledge and understanding of the world. Infant pupils also achieve very well and inspection evidence supports those trends reflected in the annual tests for Year 2 pupils, namely that standards are well above average in reading, writing, mathematics and science. The results of statutory and other tests, combined with inspection evidence, confirm the well above average standards reached by pupils by the end of Year 6. In the Year 6 tests conducted in 2002, pupils' achievements reflected well above average standards in English, mathematics and science. Taking these subjects as a whole, the results were among the top five per cent in the country. In the same year, pupils performed very well in relation to schools in similar social settings, particularly in mathematics. Pupils continue to achieve very well over time and there are no significant differences between the attainment of girls and boys. The very few pupils with special educational needs make very good progress in relation to their own learning targets. Higher-attaining pupils also achieve very well; a small proportion reach Level 6 in their language or mathematics, which is exceptional. Standards in several other National Curriculum subjects are also above average, including information and communication technology, design technology, geography and history. The targets set for pupils' attainment in the future are high and challenging and current evidence suggests there is every likelihood that many will achieve these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very eager to learn and to do their best. Many show good awareness of their own targets and how they can improve.
Behaviour, in and out of classrooms	Good, overall, and consistently very good during lessons. The school's code of conduct is well established and pupils respond to it very well, behaving sensibly and safely for their age.
Personal development and relationships	Very good. The positive working relationships are a true reflection of the pupils' maturity and of the values the school helps to promote. The all-round development of the pupils is central to the school's aims.
Attendance	Very good and well above the national average.

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 across the school. Effective teaching begins in the reception year and then extends throughout the school. There is a particularly strong emphasis on high teacher expectations and on the thorough planning of lessons, all of which target very successfully the needs of pupils with widely different abilities. During the inspection period, only good, very good or excellent teaching was observed in a wide range of subjects. The teaching of both English and mathematics is very effective and a major reason why pupils do so well in much of their learning. The control and management of pupils is firm but unobtrusive and this keeps them well focused and helps to bring challenge, clarity and pace to their learning. Staff display children's work to a high standard and this raises pupils' self-esteem and their individual efforts still further. The assessment of pupils' work, including everyday marking, is an integral part of teachers' planning and is used very well to support pupils' learning. Most teachers also have the ability to make learning enjoyable as well as challenging for the pupils. They use support staff, parents and a wide range of attractive resources to help make lessons meaningful and productive. Homework is used satisfactorily to both support and extend pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality, range and organisation of learning opportunities are all very good and represent a considerable strength of the school. The full statutory curriculum is enriched well by a sound range of educational visits, visitors and extra-curricular activities.
Provision for pupils with special educational needs	Very good. Pupils with special needs are carefully assessed and well targeted in class through individual planning and additional support.
Provision for pupils with English as an additional language	Very good. Currently there are no pupils at an early stage of English Language learning but very good procedures exist should any pupil require additional support in this respect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall, particularly in relation to the emphasis given to the spiritual, moral and social development of the pupils. The school's provision for cultural development is good but could be usefully extended into a wider range of lessons. The school prepares pupils satisfactorily for life in a diverse society.
How well the school cares for its pupils	Good. Although large, the school does not lose sight of the need to know and support all its pupils as individuals. Matters relating to pupils' welfare and child protection are also good. Health and safety assessments are carried out regularly, including the safe use by pupils of the Internet. The methods used to assess, monitor and record pupils' academic progress are all very good. Very effective use is made of these many forms of assessment to help set new targets for the future progress of the pupils.

Many parents are eager to support their children's learning. The school welcomes their contributions through helping in class, on outside visits and becoming involved in the work their children do at home. Parents make a good contribution to learning in these respects. Their views of the school are also very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. This provides a cornerstone for the pupils' high standards. A strong, talented and committed team of staff help support the drive and vision given by the headteacher. The contribution made by subject leaders is particularly influential.
How well the governors fulfil their responsibilities	Very good. Governors are also very committed, have a good grasp of the aims and strengths of the school and meet their statutory requirements. They contribute widely to school life, including aspects of monitoring and strategic planning.
The school's evaluation of its performance	Excellent. A school that is constantly trying to improve still further by careful monitoring of its past and present performance and by establishing fresh priorities as new initiatives get underway.
The strategic use of resources	Very good. The school uses its available finance and annual grants well to help meet its aims and declared priorities. Very good financial systems are in place ensuring the school gets best value from its available resources. There are very good levels of staffing, including a team of effective support staff. Learning resources are of very good quality and the accommodation is good, overall, with a particularly attractive library, computer areas and a new teaching block for Year 6 pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards reached by the pupils and the progress they make over time • The quality of teaching. Teachers know the pupils well and support them in all sorts of ways • Children are expected to work hard, behave well and to do their best • The school is well led and managed • The school is helpful when parents are faced with any questions and problems. 	<ul style="list-style-type: none"> • The quantity of homework given to pupils should reflect their needs and ages a little more • The range of extra-curricular activities could be extended.

The inspection bears out all the positive points made here by parents and indeed, recognises many of them as ongoing strengths of the school. The type and amount of homework given to pupils is within the range commonly found in most primary schools and is used satisfactorily to support pupils' learning. The range of extra-curricular activities is again satisfactory for a primary school of this size. The school is trying to find ways to ensure that clubs and groups meet as often as possible throughout the year and will try to involve an even wider range of interested pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Years 2 and 6, pupils' standards are well above average in the core subjects of English, mathematics and science. Standards in many other subjects are also high

1. The results of statutory and other forms of assessment, supported by inspection evidence, confirm that pupils' standards are well above average by the end of Years 2 and 6. These high standards have been sustained by the school over a long period. In English, pupils speak, read and write to well above average standards and these skills are used convincingly to support other areas of the curriculum. From a young age, pupils show great confidence when explaining their work to visitors and speak with clarity when answering questions in front of the class. Reception children, for example, spoke and wrote enthusiastically about every aspect of their recent visit to the local bakery. Individual pupils from Year 2 readily explain the computer graphics which illustrate their work on the Fire of London, whilst those in Year 6 are very articulate when debating the influence of ancient Greece on the architecture in their own area. The use that pupils make of technical language is at times quite outstanding and reflects high levels of comprehension and consistently very good teaching.
2. Pupils read a wide range of books both for enjoyment and also to support their learning in many National Curriculum subjects. When reading aloud, they are expressive, respond accurately to punctuation and show excellent understanding of characterisation, including how the author creates special effects. The pupils' reading records are very well maintained and reflect titles and subjects sometimes well in advance of their age. Pupils in Years 3 to 6 can talk freely about the books they have read, including their favourite authors. Many pupils show their knowledge and growing sense of taste in literature when they write their own book reviews. Pupils in Years 5 and 6 display very good research skills when they interrogate topics on the Internet or use the index pages of non-fiction books in order to bring out information on their chosen projects.
3. Most pupils show well above average imagination when writing creatively on a wide range of topics. Year 2 pupils wrote particularly well about an animal adventure in Egypt and were highly imaginative during their own versions of 'The Space Dragon.' Pupils in Years 3 to 6 also write imaginatively, factually and convincingly on a wide range of topics. Their growing skills in literacy are used to good effect when taking notes in science, retelling Bible stories or writing in the style of a particular author. Some of their work borders on excellence when writing about the contents of their bedroom, 'Mirfield Fun Day' or 'Looking after a dog.' Year 6 pupils study and write their own poetry to a very good standard, whilst those in Year 5 can offer good examples of play-scripts. A significant strength of most pupils' writing is their understanding, grasp and use of good grammatical structures. Sentences, phrases and clauses are used correctly and pupils improve their work through self-checking and by adding their own descriptive vocabulary. Many pupils use the computer for such improvements. Spelling is accurate and can be easily traced back through vocabulary practised as homework. A further striking feature of many exercise books is the high quality of presentation offered by almost all the pupils. Considerable pride is reflected in their everyday efforts.
4. Well above average standards in mathematics are reflected in pupils' workbooks, well-produced displays and during daily lessons. As in English, pupils produce a wide range of well-presented and accurate work. The understanding and use of number is perhaps the most significant of many strengths pupils possess. Most show very good recall of their number tables and are adept in applying their growing knowledge of how numbers relate to each other, that is place value. Many, for example, are fully aware of the relationship between addition and subtraction, multiplication and division. Pupils also have considerable strengths in mental work. During oral sessions taken as part of the Numeracy Strategy, pupils show speed and accuracy when handling large numbers. The very good teaching also provides them with a wide range of strategies to help complete number problems in a variety of ways. Pupils as young as those in

Year 1 show very good understanding of the order of numbers and use mathematical language such as 'fifth', 'tenth' and 'larger than' with accuracy and confidence. Year 2 pupils are quick at spotting ways of adding and subtracting 11, to or from large numbers, whilst almost all those in a Year 5 class knew that the 5 in 35367 represented five thousand. Pupils are introduced to a wide range of mathematical topics as they progress through the school. Some very high standards were noted in work on fractions, decimals, percentages and aspects of probability. By the end of Year 6, most pupils have a very clear understanding of area, perimeter, the properties of complex shapes and know how to use metric measures in relation to distance, area, weight and volume. As pupils get older, some of the work becomes extremely challenging whereby they have to use and apply their mathematical skills in investigations and problem solving. Pupils get very good practice in using these mathematical skills as a means of supporting other subjects, such as design and technology. They use information and communication technology well to illustrate their work on many aspects of data handling.

5. Pupils' efforts in science also reflect well above average standards in knowledge, understanding and practical work. Pupils retain their knowledge well and use their growing understanding of scientific principles to good effect. From Year 2 onwards, pupils understand the concept of how to conduct a fair test and this is shown in their investigations and recordings, both of which are usually completed to a very good standard. From discussions with Year 6 pupils, it is very clear that many reach the point where they can set up their own experiments in order to investigate topics such as friction and insulation. Exercise books show that pupils cover a wide range of topics and that this work involves either group research, close observations or practical tasks that seek to make sense of pupils' experiments. The emphasis within teaching and learning is on making predictions and explaining why things happen as they do. Pupils' work is particularly well supported by careful recordings and annotated diagrams. When Year 2 investigate topics such as changing materials and growing broad beans, the pupils' work is completed accurately to a high standard and the skills needed for scientific investigations have been thoroughly aired and practised. Similarly, when Year 6 pupils carry out investigations on the impact of light on different papers, they are able to use past knowledge and experiences to good effect. The pupils' use of technical language in both oral and written work generally far exceeds the standards expected for their age. The teachers also make science fun, as, for example, when Year 3 pupils learn about their sense of taste by sampling different flavoured crisps under scientific conditions.
6. Although the inspection was not able to gather substantial evidence about all subjects, it is clear that pupils reach high standards in several other areas of the curriculum, including information and communication technology, history, geography and design and technology. Rapid progress has been made in relation to pupils' skills in ICT since the previous inspection. The computers are always in good use and pupils use both hardware and software to good effect. Reception pupils gain very good mastery of the mouse and keyboard for their age whilst Year 3 pupils show that they are adept with reading on-screen menus and can readily change fonts and perform other functions. Year 6 pupils use the Internet well to investigate great sportsmen of the past and produce graphs and pie-charts to support their work in a range of topics. Standards in geography are particularly good. Pupils have a secure knowledge of the local area and also of contrasting regions around Britain. By the end of Year 6, they also have completed useful studies of France, Spain and the Netherlands. From their detailed maps and descriptions, many know clearly how the type of landscape in a particular region affects different forms of human activity. Topics in history are well-researched and reflect very good levels of knowledge and understanding.

The quality of teaching and learning is very good and enables pupils to make rapid and sustained progress as they move through the school

7. During the inspection period, all observed teaching was either good, very good or excellent. Based on all the evidence available to the inspection team, the quality of teaching and learning was judged to be very good across the school. This indicates a further improvement since the previous inspection. Teaching is now a significant strength of the school and accounts for much of the very good progress that pupils make.

8. This is a school where staff support each other very well through good teamwork and by pooling their various strengths and interests. Year group staff plan their lessons together and every effort is made to ensure that the outcomes are enjoyable and meaningful to the pupils. Teachers' knowledge and understanding of the pupils' age groups, and the learning that is relevant to them, are both very good. What emerges is highly detailed planning that is very well focused on the needs of all abilities within the class. Teachers' planning reflects the need for the pupils to acquire a wide range of skills as well as a growing bank of knowledge and understanding. For example, the needs of reception children are very well met through planning that correctly identifies their full development across all areas of learning.
9. There are particular strengths in the way that pupils are taught basic skills in English and mathematics. The Literacy and Numeracy Strategies are used very effectively across the school in order to pinpoint key skills that pupils need to use on a regular basis. Teachers promote oral language very well and give many opportunities for pupils to talk about their work and to respond to questions that probe the point of learning they have reached. Year 6 pupils were given very good opportunities to talk about the relationship between fractions, percentages and decimals, whilst those in Year 1 were given the confidence to explain how numbers make most sense when they are put in order. By the time they are in Year 6, pupils are encouraged to use their skills in literacy across a wide range of subjects and contexts. Teachers introduce them to technical language in subjects such as science and design technology and pupils begin to use this as a matter of course from an early age.
10. The expectations of teachers and support staff remain very high and this has a significant impact on pupils' learning. Pupils become part of a work ethic that encourages them to try hard, taste success and to achieve their very best. These qualities are reflected in the pupils' own attitudes to work, their behaviour in class and the standard of the work they produce. During a lesson based on the 'Firework Dance,' Year 2 pupils were expected to work to a high standard in groups and then to evaluate the efforts of each other at the end of the session. They accepted the high expectations of their teacher in this respect and produced above average results that gave them, and her, much satisfaction. Whether they are making pop-up cards (Year 3) or writing in a journalistic style (Year 6), pupils learn well through their own intellectual, physical or creative effort brought on by the high expectations of their teachers.
11. The management of the pupils is very good and leads to little time being wasted. Teachers are quick to draw their pupils' attention to the aims of a lesson and to remind them of their individual or group targets, many of which are readily accessible at the front of their books. Lessons start on time, learning is brisk and very few pupils need be reminded of the efforts expected of them in a given period. In a Year 1 numeracy session, the teacher made it perfectly clear what output she expected from each pupil by the end of the lesson and pupils enjoy taking such challenges on board.
12. Teachers use a wide range of strategies to suit the learning needs of their pupils. The work is planned so that pupils of all abilities are generally fully occupied. Many lessons have a strong practical flavour, whilst, at other times, the very good listening skills of the pupils allows the teacher to hold lengthy discussions with them. The activities set for pupils show considerable diversity during the day. Teachers ensure there is a good balance of group work, periods of silent reading and some occasions when pupils can use their initiative and make some choices about their own learning. Pupils' activities are enhanced by the wide range of attractive, quality resources available to them. Many subjects have above average resources which are used well by staff, and, in the library and computer areas, pupils can enjoy resources of particularly high quality. The finished work of pupils is clearly valued by staff as can be seen from the huge range of quality work that is on display. Very good use is made of support staff, who bring their own skills and experiences to pupils' learning. Where help is available, parents also make a good contribution to work in the classroom.
13. Pupils' work is assessed regularly and to a high standard. Teachers' marking is very helpful and makes sure that pupils know exactly how to improve their work. In reception and Year 1, much of this is done with the children at the side of their teacher, whilst among older pupils, the marking in

books praises their efforts as appropriate, but then indicates any areas that could be improved still further. The results of these forms of assessment are used alongside more formal types of testing, in order to judge pupils' progress, set new targets and plan the next stage of learning. This approach is particularly helpful to pupils in English, mathematics and science. The use of homework is widespread across the school and provides satisfactory opportunities for many pupils to consolidate and extend their learning.

The quality of leadership offered by the headteacher is excellent and provides the key to a strong and influential management team

14. The school is led excellently by the headteacher, his deputy and other senior staff. Together, they form an influential team, bringing clarity and firm direction to the school. Like others, the headteacher has shown great commitment to the school for several years and is determined that it will continue to flourish and provide a high quality of education for all the pupils. The management systems he has helped to create are strong and well-established, and are typified by good communications and by staff who act on clear responsibilities in their designated areas. The aims of the school are well met, not least in the way that it continues to be a place of sustained learning where pupils' individual needs are well met within a supportive community. There is a shared vision that the school will continue to grow and meet the challenge of any initiatives that come its way.
15. The governing body meets its statutory requirements and makes a very good contribution to the working life of the school. It too has a membership of committed, often experienced people, who bring their own interests and strengths to their work. Governors show very good awareness of the strengths of the school and how it can become even better. They are involved in monitoring procedures and in long-term strategic planning. Some are regular visitors to the school. Governors also make valuable contributions to the development of the curriculum and in ensuring that the school gets best value from the resources made to it on an annual basis. Educational priorities are very well supported through careful financial planning and expenditure. Annual grants, such as school standards funding, are used effectively ultimately to support pupils' learning. The under spend from last financial year has been directed towards enhanced staffing, including a non-class based deputy and an increase in hours for support assistants.
16. This is a thoroughly well-organised and popular school that sends out consistent messages about its quality to parents and the wider community. Much of what it does revolves around a well-established form of strategic planning that incorporates new ideas and reviews policies and procedures on a regular basis. A significant strength is the monitoring and evaluation of school performance and setting targets for further growth and development. The declared priorities at any one time are expressed clearly in the school improvement plan, to which many people contribute. Staff development is always high on the school agenda as this is seen as a way of supporting teachers and others to become even more effective in their work. Performance Management has become an integral part of school improvement and is very well established and conducted. The monitoring of teaching and learning in particular has become crucial to moving the school forward in an attempt to make pupils' standards even higher. The school evaluates very successfully what is going on within its walls and uses the results to take effective action to meet its latest targets. Good attention is paid in ensuring that pupils benefit from a range of high quality learning resources and from a modern building that is well maintained and attractive for staff and pupils to work in.

The learning opportunities for pupils are very good. The curriculum is rich, exciting and challenging

17. The curriculum meets statutory requirements and provides particularly well for all ages and abilities of pupils. There is very good breadth and balance in pupils' learning. No pupil is disadvantaged through having special educational needs or the need, for example, for more stimulating or challenging tasks. The learning opportunities across all subjects are well-defined and illustrated in a series of well-produced policies and schemes of work. The planning of lessons that emerges is usually of very good quality and highly effective in terms of its impact on

pupils' learning. This is particularly the case with English and mathematics where the use made of the National Strategies for these subjects borders on excellence. The National Curriculum is also enriched by a range of other topics and activities, including visits out of school. The new Foundation Stage (reception children) is very well provided for through careful planning that meets the needs of part and full-time children in all areas of their learning. Being a church school, the curriculum is also strengthened by the values and direction provided by the neighbouring Anglican Church and also by the governing Diocese.

18. The curriculum is brought to life mainly through discrete subject teaching supported well by a bank of topics that excite the pupils. Teachers are skilled at establishing links between the various subjects so that pupils see their learning as a whole. The curriculum also creates a very good balance between the teaching of important skills and the natural desire of pupils for knowledge and understanding. Where it is helpful, pupils are sometimes taught in different groups in order to encourage them to make progress among pupils of broadly similar ability. Some specialist provision also occurs, for example, in music. Year 6 pupils are taught ICT for part of the school year by a visiting teacher from the local High School and Year 5 pupils attend the High School itself for extra ICT curriculum provision. French is taught to a range of pupils as part of out-of-hours provision and almost all pupils in Year 6 can swim by their time of transfer. The overall provision for promoting personal, social and health education is good, although it would improve still further if these aspects of pupils' development were planned for more systematically. The school provides a satisfactory range of extra-curricular activities involving mainly the expressive arts, music and sport. These activities are well supported and appreciated by parents and pupils.

The school is particularly successful in its provision for pupils with special educational needs and those who are able, gifted or talented

19. As indicated earlier in the report, pupils of all abilities are well-targeted by both the quality of teaching and by the nature of the curriculum. Pupils with special educational needs are relatively few in this school but where learning difficulties occur, the needs of pupils are very well met. Pupils likely to have special educational needs are identified at an early stage through careful observation and banks of assessments that clearly indicate the nature of their learning needs. Once these are recognised, the school provides careful monitoring procedures and well-directed adult help to ensure that pupils are well supported, usually in the classroom, but sometimes by limited withdrawal. Class teachers are skilled at drawing up educational plans that reflect learning priorities for the individual pupil. Parents are kept fully informed about the support their child receives together with the progress they make. During the inspection period, pupils were observed to be making very good progress set against their previous learning, mainly because the teachers planned specific activities that would raise their self-esteem and ensure that they learned in small, regular stages. Where pupils have Statements of Special Educational Needs, visiting support staff work in tandem with the pupils' class teacher to ensure there is good progress both during and after their visits.
20. The school has recently placed considerable emphasis on the recognition and development of the more able or gifted pupils, of which there are several in the normal school setting. A register of the most able, gifted or talented pupils has been compiled and a co-ordinator appointed to look after their specific needs and interests. Most of these pupils have well above average skills in subjects such as English and mathematics, but others have strengths in sport or art. Whatever their talents, pupils' needs are very well met through careful, differentiated planning that challenges their learning. There is a Crowlees tradition that pupils with marked ability do well in their annual tests and many such pupils reach the higher levels anticipated for their age. The school remains very successful in its 'inclusive' aim to ensure that pupils of all abilities are well provided for and that equal opportunities are given to them all. For this reason, it monitors carefully the standards reached by all pupils, including any for whom English is an additional language, and ensures that boys and girls reach broadly compatible standards.

There is very good provision for the pupils' spiritual, moral and social development. This helps to create a positive school ethos marked by very good working relationships. Pupils show excellent attitudes to their work together with high standards of behaviour

21. The school has been careful to ensure that the personal development of the pupils is not overshadowed by its own emphasis on high academic standards. Although not formally laid down, the curriculum nevertheless provides very well for the all-round development of the pupils. The school also sees its overall provision well rewarded in terms of pupils' attitudes to learning,

the very good relationships that emerge and the consistently good behaviour that is also an important characteristic of school life. The spiritual development of the pupils is promoted through moments of quiet reflection and a growing sense of self-awareness. During worship, in particular, pupils are often given a deepening perception of the world around them and the things they cannot readily see or appreciate. In one assembly, they are asked to think about their own importance in the eyes of God, whilst in another, they are taught the need to forgive and perhaps 'go the extra mile.' Above all, the school has been developing, over a long period, an ethos in which all pupils can grow and flourish, respect the needs and beliefs of others and be respected themselves as unique individuals. The connections with the Christian Church also ensure that pupils become increasingly aware of the possibility of God at work in their own lives and how they can react to this. During lessons and through the wide-ranging displays, pupils are given opportunities to absorb the atmosphere of their school and to explore their own thoughts and feelings in a tangible way. The school makes satisfactory provision in relation to preparing pupils for life in a culturally diverse society.

22. The provision for the pupils' moral and social development is very good and results in well-adjusted pupils who quickly mature, behave well and form very good relationships. Teachers are good role models in this and other respects. The school does well in promoting the need to live harmoniously alongside others and its few rules are widely understood and followed by the pupils. In many subjects, such as design technology, physical education and science, pupils are encouraged to work together and come to a joint conclusion or a final team effort. Several examples were seen of older pupils providing 'helping hands' towards new or younger children. There is a strong sense of community whereby pupils are taught the importance of showing respect for each other and taking care of the school's environment. Working relationships are very good and moments of falling out or silly behaviour were noted to be few and far between. Pupils move around the school in a sensible way, entering acts of worship, for example, with due respect and quietness. The school aims to create the need for a sense of responsibility towards one another. On questioning them, many pupils have a very keen sense of right and wrong and of the school's expectations in this respect. Older pupils are given several opportunities to assist with wider school life such as answering the telephone and helping with lunch-time arrangements. The recently formed school council is helping pupils to express their views and to share in the development of the school.
23. The pupils' response to learning is excellent. Attitudes are typified by energy, effort and enthusiasm. During lessons, pupils are very keen to participate in prepared activities or to join in classroom debates and oral questioning. They are proud of what they do and take delight in doing their best and seeing such qualities in others. Most feel secure and valued in what they do. From reception onwards, children know the importance of their own contributions to the wider life of the school. During lessons, many pupils also show clear awareness of their personal targets and most have a very good sense of their own learning needs and how they can improve.

WHAT COULD BE IMPROVED

24. The school has no significant areas to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The school already has very effective systems in place to help support the very good achievements of its pupils. The current school development plan indicates very clearly those areas of school life which are on course to grow even stronger as new initiatives get under way. It is important that these are carried out well and that the school maintains its current stance of welcoming change and building on its already considerable strengths.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	14	0	0	0	0
Percentage	12.5	43.75	43.75	0	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 approximately three 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)	409
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

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	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
---------------------------	-----

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	35	23	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	34	35
	Girls	23	23	23
	Total	57	57	58
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (90)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	35
	Girls	23	23	23
	Total	57	57	58
Percentage of pupils at NC level 2 or above	School	98 (92)	100 (98)	100 (96)
	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	30	26	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	30
	Girls	25	26	25
	Total	52	55	55
Percentage of pupils at NC level 4 or above	School	93 (94)	98 (96)	98 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	28
	Girls	25	24	25
	Total	52	53	53
Percentage of pupils at NC level 4 or above	School	93 (87)	95 (89)	95 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
365	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
15	0	0
11	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
2	0	0
11	0	0
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)	16.47
Number of pupils per qualified teacher	25
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	183

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	737, 498
Total expenditure	734,239
Expenditure per pupil	1,786
Balance brought forward from previous year	59,599
Balance carried forward to next year	62,858

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
<hr/>	
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	409
Number of questionnaires returned	211

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	52	46	0	0	2
My child gets the right amount of work to do at home.	36	53	6	2	3
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	51	43	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	30	1	0	0
The school expects my child to work hard and achieve his or her best.	73	24	1	0	2
The school works closely with parents.	43	51	1	0	5
The school is well led and managed.	67	29	1	0	3
The school is helping my child become mature and responsible.	52	42	2	0	4
The school provides an interesting range of activities outside lessons.	33	47	9	2	9