

INSPECTION REPORT

MANSTON PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107940

Headteacher: Mrs P Kearton

Reporting inspector: Mr G Brown
21060

Dates of inspection: 27 - 28 January 2003

Inspection number: 246738

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Dennil Road
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West Yorkshire

Postcode: LS15 8SD

Telephone number: 0113 2645445

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Appropriate authority: The governing body

Name of chair of governors: Mrs R Major

Date of previous inspection: 2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manston is a broadly average sized primary school situated on the eastern side of Leeds, about five miles from the city centre. The school serves an area of mixed private and local authority housing. There are 204 pupils on roll, taught in seven single-age classes, some containing as many as 35 pupils. All junior pupils are taught in demountables, which, whilst linked to the main building, present some problems of storage and teaching space. Children usually enter the reception class with a wide range of abilities but significant numbers show below average attainment in language and communication and in aspects of their personal development. A broadly average number of pupils are entitled to free school meals. Almost all pupils are of white UK heritage and no pupils speak English as an additional language. There are currently 31 pupils on the register of special educational needs, a broadly average proportion. Significant numbers of these pupils have some measure of emotional or behavioural difficulties and four pupils have Statements of Special Educational Need. The school's aims centre on all pupils reaching their potential in a high quality learning environment where all can achieve their best.

HOW GOOD THE SCHOOL IS

Manston is a good school with many more strengths than weaknesses. Most pupils achieve well and, by the end of Year 6, significant numbers attain above average standards in the core areas of English, mathematics and science. Standards are broadly average by the end of Year 2, except in written aspects of English, where some improvements are needed. The very good leadership of the headteacher and the daily efforts of a committed team of staff and governors ensure that teaching is good, overall, and that pupils are provided with a rich and exciting range of learning opportunities. The school is particularly effective in its emphasis on the personal development of the pupils. Given the often below average attainment of pupils on entry and the standards reached by many at the end of Year 6, the school gives good value for money.

What the school does well

- By the end of Year 6, standards are above average in English, mathematics and science.
- The quality of teaching and learning is good and sometimes very good in Years 3 to 6 and pupils achieve particularly well in these classes.
- The quality of leadership offered by the headteacher is very good and provides the key to a strong and influential team of teachers, staff and governors.
- Learning opportunities (the curriculum) are rich and varied and most pupils find what they do to be exciting, challenging and worthwhile.
- There is very good provision for the pupils' personal development, particularly their social, moral and cultural needs. This helps to create a positive atmosphere characterised by very good working relationships. Pupils show consistently good attitudes towards their work combined with high standards of behaviour.

What could be improved

- Pupils' spoken language across the school and standards in written English in Years 1 and 2.
- The quality of teaching and learning in Years 1 and 2, particularly the nature of work designed to support and challenge pupils of different abilities.

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 February 1998 when the standards achieved by the pupils and the quality of education provided were both good. The school's climate for learning and the management and efficiency of the school were very good. Since then, the school has made good progress, overall, including the elimination of a weakness highlighted in the previous report, namely the need to allocate funds based on anticipated pupil numbers, year on year. Although pupils' standards in written English have fallen to some extent in Years 1 and 2 as against national averages, standards in Years 3 to 6 have risen and pupils there continue to achieve well. Particular initiatives such as the inception of the

Literacy and Numeracy Strategies and the introduction of performance management, have been carried out at least satisfactorily. Other initiatives, such as Investors in People and the introduction of a learning mentor, have been very successful. The work done among staff and pupils in information and communication technology has also been good and is helping to raise standards still further. Under the experienced headteacher, this is a school that endeavours to improve on its already good standards and qualities.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	D	B	A
mathematics	C	A	B	B
science	B	A	A	A

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

Children in the reception class achieve satisfactorily and most are on target to attain the standards anticipated for their age by the end of their reception year. Those who enter school with generally below average attainment, are on course to do particularly well in relation to their starting points. Pupils in Years 1 and 2 also make satisfactory progress in most areas, although this is less marked in their writing skills, which are below average, overall. By the end of Year 6, the high expectation of what pupils of different abilities should achieve, combined with good teaching and learning, leads to many pupils attaining above average standards in English, mathematics and science. The trend in above average standards by the end of Year 6 is reflected in the above table. It is also confirmed by the results of inspection. The most recent results of national tests for pupils, at the end of Year 2, are also reflected in inspection findings, namely that standards in writing are below both the national average and that for similar schools. Although standards in speaking are satisfactory, overall, the emphasis given to these across the school is not strong enough to bring them in line with other areas of pupils' personal development. Pupils with special educational needs make satisfactory progress in Years 1 and 2 but progress is more often good in Years 3 to 6, where the support given is particularly effective and well directed. A few higher-attaining pupils, present in several classes, make broadly similar rates of progress to the majority of their age group. The targets set for pupils' future attainment in Year 6 are realistically high and inspection evidence indicates that significant numbers are on course to attain at least the expected level for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic learners and work hard. Their positive response contributes well to the progress they make.
Behaviour, in and out of classrooms	Very good. Pupils are trustworthy and respond very well to the high expectations of their teachers.
Personal development and relationships	Very good. The positive atmosphere creates very good working relationships and helps promote strong personal values among the pupils. Their all-round development is an important strength of school

	life.
Attendance	Satisfactory. Pupils attend lessons promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 in the reception class is satisfactory and children make at least sound progress during this stage. The quality of teaching is also satisfactory up to the end of Year 2 and is good and occasionally very good in Years 3 to 6. No unsatisfactory teaching was seen during the inspection. Strengths of teaching include the management and organisation of pupils across the school and teachers' knowledge and understanding of the curriculum in both the infant and junior years. In Years 3 to 6, there is good emphasis on the teaching of many basic skills and teachers build into their planning a wide range of activities that promote the capacity of pupils to work hard. Pupils' learning is typified by their intellectual, physical and creative efforts from reception upwards. Expectations are high among teachers of older pupils. Whilst satisfactory, overall, some of the teaching in Years 1 and 2 lacks the challenge needed for more able pupils. The overuse of worksheets in the infant years leads to some unsatisfactory standards of writing and presentation in exercise books. The teaching of literacy is sound in Years 1 and 2 but most effective in Years 3 to 6 where there are many interesting opportunities for pupils to write and less emphasis on more mechanical exercises in vocabulary and grammar. There are, however, insufficient opportunities for pupils across the school to talk with confidence and clarity about their work and views. The teaching of numeracy is at least satisfactory; increasing use is made of mental work and pupils are encouraged to solve number problems. The marking of pupils' work is satisfactory, overall, but is not consistent in all classes and does not always reflect the school's agreed approach. A strength of teaching and learning across the school is the very good use made of support staff and classroom assistants. Pupils with special educational needs are generally well supported, particularly those in Years 3 to 6.

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 strengths of the school. The curriculum fully meets statutory requirements and is enriched by the excellent range of extra-curricular activities from which pupils can choose.
Provision for pupils with special educational needs	Good. Pupils are targeted early and their needs are well met through carefully presented work and the support offered by adults.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, particularly the emphasis given to pupils' social, moral and cultural development. The school prepares pupils adequately for life in a diverse society. The school's aims and its mission statement are reflected well in the all-round development and maturity of the pupils.
How well the school cares for its pupils	Very well. Child protection procedures are very effective and the concern for the safety and welfare of pupils is reflected in the care exercised by staff and by the involvement, as necessary, of outside agencies. Very good procedures exist for assessing pupils' work, although the progress of pupils in Years 1 and 2 could be better tracked and recorded over

	time.
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The parents' views of the school are very positive and many maintain good links year on year. The overall impact of parental involvement on the life of the school is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is well supported by a very able team of teachers and other staff who, together, provide strong impetus and a clear vision for the school to grow and improve. The aims of the school are well met and pupils' needs lie at the centre of school life.
How well the governors fulfil their responsibilities	Governors meet their statutory requirements and support the school enthusiastically and well. Their monitoring role could usefully be extended.
The school's evaluation of its performance	Good. Pupils' results and progress are analysed best in Years 3 to 6. Good systems of self-review are being established and audits are undertaken of the strengths and weaknesses of school life.
The strategic use of resources	Very good. Learning and financial resources are carefully utilised and reflect accurately the priorities of the school at any one time. Staff and governors understand the importance of seeking the best value when purchasing goods and services. The school gives good value for money. Accommodation is satisfactory for pupils' needs as is the range and quality of learning resources. Pupils are very well supported by an above average number of well-qualified and experienced support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children do well at school because they are expected to work hard and teaching is good. The school is well led and managed and maintains effective links with parents and carers. Children like school, make good progress, behave very well and learn to take on responsibilities. 	<ul style="list-style-type: none"> A relatively small number of parents would like to see the purpose of homework made clearer. Some parents feel that activities outside school hours could be increased.

The inspection bears out all the positive points made here by parents and agrees that many of these are strengths of the school. However, inspectors consider that the homework set helps pupils to make progress. The range and nature of extra-curricular activities is excellent and is better than in many schools of a similar size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 6, standards are above average in English, mathematics and science.

1. Pupils have been achieving well in these core subjects for several years. The most recent results of national testing in Year 6 show that pupils scored above the national average in all three areas, with particularly convincing results in science. Apart from the odd year, where perhaps there are significant numbers of pupils with below average ability, the number of pupils who reach the basic and the higher levels in all three subjects has been rising steadily since 1999. This is mainly due to the good quality of teaching and learning, the influence of the national strategies for English and mathematics and the improved monitoring of pupils' progress as they move through the junior years. Pupils' standards are assessed and recorded on a regular basis and their needs are well targeted to ensure that their good progress is maintained.
2. Pupils' work in English is typified by above average reading and writing skills. Speaking and debating skills, whilst satisfactory overall, could be improved further with better planned opportunities for pupils to speak at greater length about the work they do or the views they share. Reading is a prime skill at this age and most pupils are able to read freely and confidently, for both pleasure and research purposes. Many are developing their own taste for favourite genres such as science fiction, fantasy adventures and poetry. Some have favourite authors whom they search out at school or from the public library. Reading skills, including comprehension, are used effectively to extend pupils' knowledge in areas such as history, religious education and geography. Recent work on East Africa has been researched well by the pupils themselves as a means of supporting what the class teacher has told them.
3. The school is trying currently to strengthen pupils' writing across the school, and the many starting points for writing given to junior pupils are already consolidating and extending their skills. Standards are currently above average in relation to both the range and quality of what they write. Different styles of writing, for example, imaginative, persuasive and factual, indicate maturity and growing knowledge among a significant number of pupils. Many are equally at home writing about their ambitions and reviews of books they have read as they are when writing about Florence Nightingale or creating their own play scripts influenced by a study of *Macbeth*. Teachers give pupils particularly useful opportunities to write from the perspective of another person; for example, the priest Zechariah in the Bible or an Aboriginal child. Writing is generally of appropriate length, accurately expressed and with good standards of spelling, grammar and punctuation. Handwriting is well practised and, in most cases, is legible and attractive.
4. Significant numbers of pupils in the current Year 6 are on course to exceed the national average in mathematics by the end of the year. Most have a very secure grasp of the properties and patterns of number and several pupils are accurate when applying addition, subtraction, multiplication and division to more complex numbers. Most possess at least adequate mental skills, as illustrated during the 'warm-up' to their numeracy lessons. Exercises in basic algebra, decimal and vulgar fractions and data-handling provide compelling evidence that significant numbers of pupils are on course to achieve the expected or higher levels anticipated for their age and ability. Most also have a good working knowledge of the properties of different shapes such as hexagons, octagons and pentagons. In order to achieve these above average standards, pupils' previous work is carefully built on, such as that seen on line symmetry in regular polygons (Year 4). Some additional work on the use and application of mathematics is rightly planned for later in the year. As with literacy, numeracy is used well to support other subjects such as design and technology. The use of information and communication technology in supporting core subjects needs to be increased still further, although in one lesson, pupils were achieving well when creating their own classroom on screen using linear measurements and working within a set financial budget.

5. Pupils' work in science also reflects good, consistently well-planned teaching and learning across the junior years. For example, work in Year 4 on the impact of friction eventually leads to a wider study of forces in action in Year 6 and the development of 'fair testing', whereby pupils use previously learned concepts and principles very well in order to expend scientific knowledge and recording. The careful introduction and use of scientific language are rehearsed well from Year 2 onwards. The exercise books belonging to the current Year 6 show that a wide range of science topics is covered effectively and builds up both pupils' knowledge and their enquiry skills. These topics include work on light and shadows, the solar system, micro-organisms, good health and the control of diseases. As the year develops, so does the ability and frequency by which pupils predict, test and evaluate various scientific hypotheses. As in almost all subjects, pupils' efforts reflect good attitudes to learning and are typified by carefully presented work that is both individual and pleasing to the eye.

The quality of teaching and learning is good and sometimes very good in Years 3 to 6 and pupils achieve particularly well in these classes.

6. During the inspection, teaching in over three-quarters of lessons in Years 3 to 6 was either good or very good. This was reflected in the good standards of pupils' learning as well as the rapid rate of progress frequently made by many. Teaching and learning in these age-groups have improved still further since the previous inspection. Among the key strengths noted were:
 - teachers' own knowledge and understanding of the topics, including precisely what pupils have to learn in order to reach at least sound standards
 - high expectations of the standards of work and behaviour of the pupils
 - skilful management of the pupils through the choice of tasks and activities that keep them profitably occupied and which recognise their different learning needs
 - very effective use of classroom assistants and support staff to 'break down' the high pupil-teacher ratio
 - good use of homework given across a range of subjects that extends pupils' learning and develops useful forms of home-school partnership
7. These and other teaching strengths were observed widely across the junior years, but particularly in Years 3 and 6. The learning that occurs across the curriculum is further strengthened by the sheer effort put in by the pupils themselves, including their capacity to work hard, behave well and learn from past mistakes. Pupils' effort reflects the influence of teachers' marking, particularly where this is clear, explicit and helps move pupils on.
8. Sometimes the most effective teaching occurs in lessons which are 'open-ended and where the teacher can only plan so far, as the end result often depends on the interest shown by the pupils and their willingness to get involved. Although some pupils are rather reluctant to offer their views or even participate freely in question and answer sessions, good lessons occur during 'circle-time' when pupils express concerns or support for each other. In another flexible session, pupils in Year 3 learned well about 'performance poetry' during a lesson in which four adults took part and where the teacher built skilfully on the pupils' emerging reactions and overall response. The very good use made of support staff was well illustrated during a Year 6 lesson in which the teacher took a relatively small group to the new ICT suite whilst other adults worked with the rest of the pupils in other areas of the curriculum. The teacher was able to give close attention and support to individual pupils who made very good progress when attempting to create a new classroom environment on screen. Similarly, high quality support is offered during whole-class lessons; for example, during some group work among Year 4 pupils as they tried to identify patterns of rhyme and verse during a literacy lesson. The activities during these types of lesson show a clear match of work to the abilities of the pupils, including those with special educational needs or those of higher attainment.
9. Teachers in the junior years exhibit high expectations that make it clear to pupils what is anticipated from them. The school still needs to work a little more on pupils' everyday targets so that these become a more integral part of independent learning. However, the aims of most lessons are freely shared with the pupils so that they can assess what the learning is likely to be

about as well as the part they themselves must play. These and other features were well illustrated during a very effective gymnastics lesson undertaken by Year 3 pupils that was typified by high expectations, the effective use made of teacher, classroom assistant and pupil demonstrations and the careful assessments made by a visiting student. The use made of teachers' various assessments is also generally conducive to good learning. During a Year 5 lesson on developing pupils' strategies to solve number problems, the teacher understood the difficulties pupils were experiencing and used the final part of the lesson (the plenary) very well to assess what she needed to offer next. Good use is also made of visiting staff, such as peripatetic musicians, to help with singing or the teaching of specialist instruments such as the cello. Better use is made of homework than in many other schools of this type. Although worksheets are often over-used, pupils are able to extend their classroom work by reading from non-fiction books, using the Internet or completing surveys using data collected from their own homes.

The quality of leadership offered by the headteacher is very good and provides the key to a strong and influential team of teachers, staff and governors.

10. Effective teamwork is a key to the success of this good school and the experienced headteacher has provided the means and systems for this to continue. The school is very ably led. The headteacher, supported by the deputy and other senior staff, continues to provide a strong vision for growth, together with clear educational direction as to the school's further development and improvement. She empowers staff to make a difference by what they do and has been instrumental in bringing about much that is good and effective about the school as it is today. With others, she ensures that the school's mission statement and basic aims are met securely on a daily basis. Whilst some of these aims could usefully reflect a little more the need to move towards even better standards, the headteacher has been the catalyst for change including the introduction of major initiatives such as performance management, Investors in People and the appointment of a study support co-ordinator who links the school's many extra-curricular activities. The school has also been successful in moving towards being fully inclusive and supporting the needs of all its pupils whatever their abilities.
11. The headteacher's efforts and commitment are matched closely by those of the staff, subject co-ordinators and governors. Subjects in the curriculum are well planned for and organised, mainly as a result of the close scrutiny and supervision given by subject co-ordinators. Most are able to take major responsibility for development in their subjects and this is well expressed in declared priorities and subject audits in the school development plan. Management is not complacent about the school's future development and constantly reviews existing policies and systems, together with pupils' standards and attainment. The importance of staff development is a prime consideration and useful procedures are in place to support staff in their entire learning process. The recent improvements in information and communication technology are testimony as to what can happen when staff identify a common need and undertake, as a school, appropriate training in order to learn and use new skills.
12. The role of the governors has been both sustained and strengthened since the previous inspection, although there is still scope for more involvement in forward strategic planning and the many forms of evaluation needed in today's primary schools. Governors monitor school policy well through a series of termly meetings that are well supported by various committees designed to support the school in matters of curriculum, finance, staffing and buildings. The chair of governors has recently joined the headteacher and others in training for the Leeds Quality Standards Framework as part of the school's efforts to measure and evaluate its past and current performance. The targets set for attainment by the end of Year 6 are usually high and aspirational. The headteacher and others have yet to assess in sufficient depth the standards of pupils in Years 1 and 2 and to track their progress as they move between the Foundation Stage and the end of Year 2. All those in management are well aware of the school's efficient financial systems and procedures that are designed to support its declared educational priorities.

Learning opportunities (the curriculum) are rich and varied and most pupils find what they do to be exciting, challenging and worthwhile.

13. The overall quality of the curriculum is very good and underpins much of the success of the school. The headteacher and others are adamant that they do not wish Manston pupils to be in a 'straitjacket,' that is, learning based solely on the statutory requirements of the National Curriculum. To that end, pupils are offered a varied and challenging curriculum that makes them excited to be in school and available as 'partners in learning.' All pupils are offered a fully inclusive curriculum that is broad and balanced and pursues the development of the whole child. Activities and opportunities are wide and varied, both inside and outside of school. As part of this inclusiveness, the school has good procedures in place to support pupils of different abilities, including those with special educational needs. A register of the most able, gifted and talented is helping to identify and support pupils who need particular challenge in some of their work. As part of whole-school learning, pupils in all year groups join together in studying a common theme every September. Recent successes have included celebrating diversity and equal opportunities around the world. School displays reflect well on the nature and range of the curriculum in practice.
14. The new Foundation Stage (reception class) is well organised and follows closely the statutory provision for children of that age. The school is rightly trying to improve its outdoor facilities for this age group, a facility that is in clear need of expansion. A considerable strength of the curriculum is its emphasis on providing good quality social and personal education, including sex education and drug awareness, to older pupils in particular. The school has won awards for its health education and also for many physical education projects. Pupils in Years 4 and 5 enjoy some form of residential education on an annual basis. Good quality educational visits are undertaken to support, among other areas, history, religious education and art.
15. Historically, the school has always offered a wide range of additional activities to interest and excite the pupils on a daily basis. At the present time there are some fifteen different activities offered by committed teaching and support staff combined with parental help. The range of activities has necessitated the appointment of a study support co-ordinator who has enhanced and strengthened the provision still further. The provision for such groups is now excellent and pupils can always find something that excites or interests them, ranging from art, music, and sport to handwriting.

There is very good provision for the pupils' personal development, particularly their social, moral and cultural needs. This helps to create a positive school atmosphere characterised by very good working relationships. Pupils show consistently good attitudes towards their work combined with high standards of behaviour.

16. Pupils achieve well in personal and social education (PHSE) because the school is committed to raising confidence and self-esteem and ensuring that children turn out as well-rounded individuals, able to give something of themselves to the life of the school. The school has a well-established scheme of work for PHSE and pupils clearly benefit from the structure and regularity of lessons across all age groups. Older pupils help younger children through the 'buddy system' and supporting them in the dining-hall during their induction period. There is successful emphasis on the additional support offered by 'the red caps' a group of volunteer pupils who look to support any child who feels left out during playtime or feels intimidated in any way. There is a well-established school council comprising elected pupil members; during the inspection they were discussing risk assessments in the dining-hall. These forms of organisation help develop the maturity and confidence of those taking part. Pupils care for their environment and support the cleanliness of their school well. Most are aware that being a member of a healthy school brings its own responsibilities, such as good eating habits and the need for regular exercise. A well-attended breakfast club has begun. Older pupils accept responsibilities well and help with worship, dining arrangements and lunch-time support for dinner staff.

17. The provision for the spiritual development of pupils is good but in the wider school curriculum, opportunities are lost to explore this dimension further. School worship and lessons on moral and social education provide many opportunities for pupils to explore their thoughts and feelings and those of others. Acts of worship are used to promote essentially Christian values and ideals and are also seen as opportunities for pupils to try and make sense of the world around them. The wide-ranging displays help promote a sense of value of the worth of others, as well as a sense of achievement and well-being. Moral education is a fundamental aim of the school as pupils explore, through everyday lessons and incidents, the possible rights and wrongs of various acts and attitudes. There is amongst most pupils wide acceptance of the school's and their own class 'golden rules', together with a code of conduct as to how they should play and work together.
18. The social development of pupils is well planned for and forms the basis of the very positive relationships that emerge: pupils play and work together, making the school a harmonious place where the rights and space of all children become important. In physical education and science, for example, groups of pupils worked very much in partnership with each other in order to achieve a good outcome in their work. The importance of pupils getting on well together begins in reception and is developed systematically across the school. The school council centres much of its work on social understanding and the worth of everyone in the school community. It was members of the council who decided to trial the playing of music in the dining-hall and the awarding of stickers for good manners. The cultural development of pupils is promoted well and pupils are prepared appropriately for life in a diverse society. Visitors from other cultures help extend pupils' experiences and also help eradicate stereotyping of ideas and actions. Visits are organised to various places of worship and Muslims have led pupils in worship. Visiting groups, such as musicians from Africa, support the multicultural awareness of the pupils, as does the work in geography, when pupils make quite detailed studies of the lives of those in countries other than Britain. The local heritage is promoted satisfactorily and pupils participate in theatre, music and dance.
19. The very good relationships underpin much that the school does and result in a co-operative, harmonious feel to school life. Staff know the pupils well and there is clear and mutual respect for each other. Older pupils freely admit that it is their friends and teachers they would miss most if they had to leave. During lessons there is a relaxed feel to learning, with clear understanding of the role of both pupil and teacher. The response to learning is consistently good and the pupils appreciate the efforts made on their behalf. Although some pupils are a little reluctant to speak unless directly questioned, the great majority feel secure in the classroom and are glad to come. This view is supported by the parents. From the reception class onwards, pupils listen well and comply readily with the teachers' wishes. During a Year 2 lesson, pupils concentrated very well and listened politely to their teacher and the thoughts of others for a lengthy period. Behaviour in classrooms and around the school is very good. Pupils come in and out of worship very quietly and help to create a good atmosphere for reflection and prayers. In the classroom, their behaviour very rarely drops below the standards set by the classroom rules and the expectations of the teacher. During playtime, pupils' behaviour is reliable and mature for their age. The 'red caps' help mediate at any moments of confrontation and promote the 'friendship bench' as a place of safety and quietness. Members of the public have taken the trouble to contact the headteacher in order to congratulate the pupils on their behaviour outside of school; for example, when the pupils are on residential visits or when simply walking to and from the swimming baths.

WHAT COULD BE IMPROVED

Pupils' spoken language across the school and standards in written English in Years 1 and 2.

20. Despite the well-disciplined and supportive nature of the school, some pupils still find it difficult to express their views or to answer questions at length. During class discussions, some pupils may sit without volunteering any response when clearly they know the answer. Some of this is a matter of confidence and sometimes it comes about through teachers not encouraging more

complete answers by asking 'closed' questions that can merely be answered by a nod or shake of the head. Even some older pupils gain little from these sessions by having insufficient opportunities to debate or give reasons for their thinking. In some classes, teachers are drawn into the temptation to ask questions merely of 'the willing hands' and do not pursue those pupils who just sit and offer little. In a minority of classes, the teachers overcome this problem by asking questions of specifically named children, but this is not done consistently. Some pupils were observed sitting for some twenty or more minutes without offering an answer or being encouraged to respond in a more direct way than listening quietly.

21. Standards in written English are on course to be below average by the end of Year 2, a picture that has become rather predictable in recent years. This below average trend is also reflected in the pupils' scores in national tests in recent times. Although significant numbers of pupils enter school with attainment in language and communication below the national average, pupils do not make sufficiently rapid progress in writing during the infant years and there are at least some pupils who show signs of under-achieving in this area of learning. The main weakness is in the lack of imaginative or 'extended' writing, when pupils fail to write at reasonable length using a wide range of descriptive vocabulary. This problem is also related to a teaching weakness; too much of the pupils' work is carried out on worksheets, giving them little opportunity to develop a style that requires them to use their imagination and write in complete sentences. Pupils also find it difficult to organise their thoughts on paper and to find suitable opportunities to write more freely.

The quality of teaching and learning in Years 1 and 2, particularly the nature of work designed to support and challenge pupils of different abilities.

22. Although no unsatisfactory lessons were seen in these or any age groups during the inspection period, there are nevertheless some areas for improvement, including:
- teachers' expectations as to the quality and presentation of pupils' written work are sometimes not high enough
 - teachers' marking and the results of other assessments are not always used well enough to give a clear picture of where pupils' strengths and weaknesses may lie
 - the work given to pupils of widely different ability is sometimes of a very similar nature and presents little challenge to more able pupils in particular
 - too little opportunity is given to pupils to complete their work in conventional exercise books and the use of worksheets sometimes leads to a fragmented approach to learning so that progress is difficult to assess

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to raise standards and improve the already good quality of education, the governors, headteacher and staff should:
- (1) **Improve the speaking skills of pupils across the school and the writing skills of pupils in Years 1 and 2 by:**
- encouraging more pupils to answer questions in a way that reflects more accurately their own knowledge and understanding of the work they undertake;
 - teachers providing a wider range of contexts in which pupils feel confident and able to share and express their views;
 - providing more opportunities for pupils in Years 1 and 2 to write both factually and imaginatively across the curriculum;
 - ensuring that pupils in these year groups complete their written work in a more organised way with improved standards of presentation.
(Paragraphs 2, 8, 19, 20 and 21)
- (2) **Improve the quality of teaching and learning in Years 1 and 2 by:**

- raising teachers' expectations as to the standards pupils need to reach, particularly in English;
 - ensuring that the marking of pupils' work follows an agreed whole-school approach and makes it clear to pupils what they should do next to improve their work;
 - ensuring that the work given to pupils of different abilities is closely matched to their learning needs and is likely to challenge them to make more rapid progress.
- (Paragraph 22)*

The school is aware of the need to improve these areas and has begun to address some of the issues in its latest school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	11	0	0	0
Percentage	0	17.5	35	47.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	39

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	31

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	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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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	17	19	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	15
	Girls	16	15	17
	Total	29	26	32
Percentage of pupils at NC level 2 or above	School	81 (77)	73 (87)	89 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	15
	Girls	16	17	17
	Total	29	33	32
Percentage of pupils at NC level 2 or above	School	81 (80)	92 (83)	89 (83)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	13	12	16
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	90 (74)	87 (84)	100 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	12	11	13
	Total	25	24	27
Percentage of pupils at NC level 4 or above	School	83 (68)	80 (68)	90 (77)
	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	198	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	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	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	255

FTE means full-time equivalent.

Financial year	2001-02
	£
Total income	530,590
Total expenditure	534,180
Expenditure per pupil	2,523
Balance brought forward from previous year	57,270*
Balance carried forward to next year	53,680

*** this high balance reflects the school's commitment to its future building programme**

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	0.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	204
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	55	44	0	0	1
My child gets the right amount of work to do at home.	49	38	11	1	0
The teaching is good.	72	23	4	0	1
I am kept well informed about how my child is getting on.	55	35	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	19	2	0	2
The school expects my child to work hard and achieve his or her best.	83	14	1	1	1
The school works closely with parents.	56	35	8	0	1
The school is well led and managed.	68	27	4	0	1
The school is helping my child become mature and responsible.	69	30	1	0	0
The school provides an interesting range of activities outside lessons.	56	31	10	0	3

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