

INSPECTION REPORT

MARLBOROUGH PRIMARY SCHOOL

Falmouth

LEA area: Cornwall

Unique reference number: 111978

Headteacher: Mrs Sheila Lynn

Reporting inspector: David Welsh
10992

Dates of inspection: 31 March – 2 April 2003

Inspection number: 247169

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 Years
Gender of pupils:	Mixed
School address:	Ferndale Road Falmouth Cornwall
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Appropriate authority:	The Governing Body
Name of chair of governors:	Geoffrey Evans
Date of previous inspection:	3 – 6 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 212 boys and girls aged from four to eleven in seven classes. There are twenty-nine children of Reception age, of whom twelve attend part-time. The school is situated on the western outskirts of Falmouth and serves mainly its local community, a mixture of social and private housing. Employment is often seasonal. Ten per cent of pupils are currently eligible for free school meals, below the national average. There are no pupils whose mother tongue is believed not to be English. Sixteen per cent of pupils are on the register for special educational needs and none has a Statement of Special Educational Needs, a proportion smaller than that usually found nationally. The main categories of special educational need are moderate learning difficulties and emotional and behavioural difficulties. The number of pupils who are admitted to the school other than at the usual time of admission or who leave at the normal time of transfer is less than the average when compared to most schools. Attainment on entry is generally in line with the national average. The range of ability covers the whole spectrum. The school has obtained 'Beacon' status and this requires it to offer support to teachers in other schools, particularly in literacy, information and communication technology and the early years.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features. It does well by its pupils, whatever their background or special needs. Because of high quality teaching, pupils make very good progress, many reaching well above the standards expected of pupils in Year 6 by the time they leave. This is a significant achievement, given the generally average attainment on entry. As a result of the very effective leadership and management, all staff are committed to pursuing the very best for pupils. This creates a very good climate for learning and leads to high standards of behaviour. Pupils enjoy school and develop a wide range of skills. The school uses its resources very well in helping pupils to learn. It gives very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average.
- Pupils do particularly well in information and communication technology (ICT).
- They also do well in physical education.
- Pupils' behaviour, attitudes to work and quality of relationships contribute to their high levels of achievement.
- The broad range of relevant and interesting curricular experiences encourages pupils to work hard and achieve very well.
- High quality teaching helps pupils to achieve high standards.
- Strong leadership cultivates effective teamwork by all staff and a climate for learning.

What could be improved

- There are no significant areas for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then it has built on its strengths and improved in many areas. The high standards reported in the previous inspection have been maintained and attainment in other subjects, such as ICT and design and technology, has risen. The overall quality of teaching is now higher and more consistent through the school. The key issues raised in the last inspection report have been effectively resolved. The school's 'Beacon' status reflects a high commitment to staff development and the pursuit of high standards. The school is focused on further improvement and well placed to bring this about.

STANDARDS

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

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

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

The evidence from the inspection confirms that pupils achieve very well in relation to their attainment on entry. Children in the Foundation Stage make very good progress towards the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Pupils make good progress in Years 1 to 5 and they progress rapidly in Year 6.

National Curriculum test results for Year 6 in 2002 are shown in the table above. These were well above average for all schools nationally and for similar schools in English, mathematics and science. Nearly all pupils attained the expected level and well over a third of the pupils attained the higher level in English and mathematics. Over one half of the pupils attained the higher level in science.

In the National Curriculum tests in 2002 for Year 2, nearly all pupils attained the expected level in reading, writing, mathematics and science. Close to half the pupils attained the higher level in reading and science. Just over a quarter of the pupils attained the higher level in mathematics but very few achieved the higher level in writing. Consequently, the school has made writing a focus of its work to improve attainment.

The school sets itself challenging targets in the National Curriculum tests at the end of Year 6. Since 2000, it has exceeded its targets on three occasions and not met them on others. Where the target has not been achieved it has been to the extent of the equivalent of one or two pupils not making standards expected and there are good reasons for that. Since the last inspection, overall results in the tests for eleven-year-olds have risen in line with the national trend.

Attainment is generally above average in all subjects. It is particularly high in physical education, and in ICT because of the importance given to the use of computers in all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They are very keen to learn and most attend extra-curricular activities.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in classrooms and around the school. They know what is expected of them. There have been no recent exclusions.
Personal development and relationships	Relationships are excellent. Pupils are kind to one another and the older pupils like to help the younger ones. Pupils are keen to take responsibility and enjoy being given opportunities for independent research and recording.
Attendance	Average when compared with schools nationally. Nearly all pupils arrive on time for lessons, which start punctually.

TEACHING AND LEARNING

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

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

In the lessons observed at the Foundation Stage, teaching was of very high quality and often excellent, enabling the children to make very good progress. The teacher and other adults work very well together to support pupils' learning during lessons. Pupils learn well in Years 1 to 5 because of the quality of teaching. In Year 6, the teaching is often excellent, enabling many pupils to achieve that much better across the curriculum. Pupils with special educational needs make very good progress throughout the school because of the support they receive from teachers and teaching assistants.

Teachers manage their classes very well and they have a very good rapport with their pupils. As a consequence, lessons flow and little time is wasted. Teachers know their pupils very well and use this knowledge to plan in detail challenging tasks. They use a range of strategies to help pupils learn and they are skilled at keeping pupils of all abilities interested and involved. They make very good use of resources, especially computers. Teachers encourage pupils to listen carefully and to speak confidently in small and large groups. They urge pupils to think and to share their ideas with others.

Literacy is taught very well in English and other lessons. Key vocabulary is identified in all areas of the curriculum and pupils have meaningful opportunities to write for a range of different purposes. In mathematics and other lessons, numeracy skills are very well taught. Pupils become skilled in calculating mentally.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children at the Foundation Stage benefit from a stimulating curriculum that encompasses all the Early Learning Goals. In Years 1 to 6, the curriculum, which meets statutory requirements, is much enhanced by a wide range of interesting experiences including visitors, visits and many lunchtime and after school clubs.
Provision for pupils with special educational needs	Pupils' needs are carefully identified. Plans of action are very well thought out and regularly reviewed. Teachers liaise closely with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very good at helping pupils to develop as well-rounded people. Pupils learn to distinguish right from wrong. They work and play very well together and they develop the ability to contribute as responsible members of the community.
How well the school cares for its pupils	The staff provide a very high quality of care for all pupils, attending closely to their health, welfare and academic progress. Pupils have a very good understanding of what they need to do to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. She has a clear vision of what works and this is effectively shared with all members of staff, not least through her personal example. She is very well supported by the deputy and other staff, who ensure that this vision is effectively put into practice.
How well the governors fulfil	Governors fulfil their responsibilities well and are most knowledgeable about

their responsibilities	the school. They take a close interest in its development and ensure that best value is pursued in all aspects of the school's work.
The school's evaluation of its performance	The school is most effective in the way it analyses its results and reviews its work in order to build on what it does well and to pursue improvement. Action plans for school development help to ensure improvements occur.
The strategic use of resources	The school carried forward a large surplus, which was planned for, and used, to cover large items of expenditure. It makes very good use of its resources, pursuing best value in its spending decisions.

The school building and its surrounds are looked after very well but the playing field is not secure at all times as a result of gaps in the fence.

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 school expects their children to work hard and achieve their best. • The school is helping their children to become mature and responsible. • The teaching is good. • Their children like school. • Their children are making good progress in school. • The school works closely with parents. • The school is well led and managed. • Behaviour in the school is good. • Parents feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • More activities outside lessons.

Parents think very highly of the school and the inspection team found their confidence to be well justified. The school provides an excellent range of activities, far in excess of that offered in most primary schools of a similar size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average.

1. Children start school with attainment generally about average. By the time they leave, standards are well above those expected nationally in English, mathematics and science. The school adds significant value and many aspects of provision throughout the school contribute to this.
2. The school's performance in the National Curriculum tests is very good. Since 1999, the results in English and mathematics, when pupils are in Year 6, have consistently been above average and for the past two years, well above average. In science, the test results were average in 1998 and 1999 but have been well above average for the past two years, with over half the pupils attaining the higher Level 5. The performance by pupils in Year 2 has also been good except in 2002, when the cohort included several pupils with special educational needs, including moderate learning difficulties. Even in this year, approximately nine out of ten pupils attained the expected level in reading, writing and mathematics. The trend in the school's average National Curriculum points for all core subjects is broadly in line with the national trend. This is very good, since maintaining the difference is difficult as the below average schools try to catch up.
3. These high standards are confirmed by inspection evidence. Particular strengths throughout the school are the pupils' skills in reading and writing. All pupils attain the expected level in reading by the end of Year 6 and many attain the higher level 5. This has been achieved through a greater focus on guided reading in Years 3 to 6 and a structured programme of daily individual reading in Years 1 and 2, which is very well supported by parents and volunteers. Writing has been a focus for improvement for the past two years, with very good results. The school has planned and implemented various intervention programmes to help those pupils who need to 'catch up'. Pupils have opportunities for writing across the widest range, from poetry to prose and fiction to report writing. Teachers have introduced 'Toolkits' which give pupils specific help; for example, a series of prompts to help pupils write a formal letter includes the instruction 'use separate paragraphs for different points'. 'Marking ladders' have also been introduced to give pupils the opportunity to compare their own assessment of their work with that of the teacher. These help pupils to understand what is required of them if they are to score high marks. Throughout the school, teachers introduce key words; for example, in the Reception class children learn mathematical words such as 'long', 'longer', 'short' and 'shorter'. In a Year 6 lesson, pupils were asked to define, using mathematical language, how odd and even numbers behave in predictable ways when they are multiplied. In mathematics, pupils are given many opportunities to solve problems and this is a major factor in helping pupils to attain such high standards. Pupils have a good knowledge of all elements of the science curriculum and they clearly understand the notion of a 'fair test'. They are confident in asking questions that can be investigated scientifically and in deciding how to find answers. The main reason for the high standards in all three subjects is the very good quality of teaching.

Pupils do particularly well in information and communication technology.

4. The school is fully committed to providing pupils with many opportunities to develop their information and communication skills across the curriculum. As well as having computers in every classroom the school has a suite, which enables all pupils in the class to be involved at the same time. The subject co-ordinator provides excellent leadership in the subject. She is a 'platinum' trainer for New Opportunities Fund certification and has trained nearly all teachers beyond the basic level, which is having a real impact on pupils' learning. The scheme of work identifies those skills that are to be taught in the classroom and others in the computer suite. The computers in classrooms are used in most lessons and all classes have opportunities to use the computer suite each week. In addition, there is an interactive whiteboard in the Year 6 classroom, which is used particularly well to engage the pupils' interest and to develop their skills in most subjects. It is especially beneficial in mathematics as a result of the software that is available; for example, pupils are very keen to play a suitable version of 'Countdown' and this is very good in helping them to improve their mental arithmetic.
5. Children in the Reception class are quickly introduced to ICT. Taking turns, they can all access the computer in the classroom, and they work in small groups in the computer suite with an adult. They

rapidly learn how to use the mouse and keyboard, such as when they identify numerals from 1 to 6. They complete their own pictures using an art program and they program robotic toys to follow a pathway. Children also use a tape recorder to ask and answer questions of another child; for example, 'What is your name?', 'How old are you?' and 'What pets have you got?' They understand that ICT is used widely in the home, such as for programming washing machines.

6. By the end of Year 2, pupils have acquired a range of skills. They can load and save their own work. They use a range of fonts, such as when they complete their own passport. They enter their poems using the word processor and print them. They design pictures using text and graphics and they move and resize shapes whilst adding 'clipart'. They construct their own graphs showing their favourite food and they use a control program to draw a square. They can program a floor turtle to follow a sequence of instructions.
7. By the end of Year 6, pupils are very confident in their use of computers. They use a spreadsheet to calculate mathematical problems; for example, to work out the biggest area of a rectangle with different perimeters. They draw graphs and cut and paste them into different programs. They set up their own database to enter the data collected and they use a multi-media program to make a slide presentation; for example, of a delightful story for children in the reception class. They make very good use of their skills when they publish the 'Marlborough Mirror', the school's own magazine, which includes a variety of texts, borders, graphs and photographs taken with a digital camera. They are very competent in cutting and pasting information from other programs. They know how to use light sensors in science lessons to see the effect of brightness when electricity is passed through a wire and they compose music, using a suitable program. Pupils use a 'search engine' to research information; for example, for lessons in geography, history and science. They use electronic mail to make contact with pupils in schools in America, Chile and Australia. Nearly all pupils attain the level expected at the end of Year 6 and many are working well above this level.

They also do well in physical education.

8. The school identified physical education as an area for development. The local secondary school has obtained the status of Sports College and as a result, is expected to work with the primary schools in its area. This process is helped by 'Sports England', which has provided funds over a period of three years to enable a range of activities to occur.
9. The co-ordinator receives 12 days release from his class in order to develop his skills and to support pupils to compete locally in a range of activities that includes rugby, football, basketball, cricket, tennis, netball, gymnastics and athletics. Coaches with high levels of expertise in their sports are employed to develop pupils' skills. This is of obvious benefit to the pupils but also to the teachers who accompany them and who learn from watching the coaches in action. In-service training for teachers is also provided; for example in dance. The school is part of a local consortium that has developed a policy for physical education appropriate to all the member schools.
10. In Years 1, 2 and 3, teachers take their own classes for physical education. In Years 4 to 6 all classes are taken for gymnastics by the co-ordinator and this has a positive effect on attainment. Subject expertise is very good and there are high expectations of pupils both in behaviour and in performance. Time is used very well, with the overall result that pupils make very good progress in lessons because of the high quality teaching. Pupils have regular opportunities to learn to swim and nearly all attain at least the minimum 25 metres in a recognisable stroke. Many succeed in achieving higher standards; for example, they swim longer distances, tread water, and achieve awards that involve survival techniques.
11. Pupils have regular opportunities in lessons to develop skills in dance, athletics and a variety of games. The broad range of activities that take place at the end of the school day, in which most pupils participate, and the residential visits in Years 5 and 6 enhance these skills so that overall attainment is well above that expected of pupils at the end of Year 6.

Pupils' behaviour, attitudes to work and quality of relationships contribute to their high levels of achievement.

12. Pupils are well behaved inside and outside the classroom. There have been no recent exclusions. They have a clear understanding of the school's code of conduct and they are pleased to participate in writing their own classroom rules. It helps them to understand the need for an orderly society. Pupils are polite to their peers and to adults, including visitors. They are courteous and trustworthy

and treat the belongings of others with respect. Pupils respond quickly to instructions from teachers and other adults. They listen carefully to what adults have to say. As a result, teaching and learning flourish.

13. Pupils' attitudes to work are most positive. They arrive at school promptly and quickly settle to work. Pupils show an enthusiasm for their tasks and take pride in their work, which is most often neatly presented. They talk with enthusiasm about what they have achieved and, by Year 6, can talk knowledgeably about the strengths and weaknesses in their work. They are proud of their achievements. Activities, which are organised at lunchtimes and after school, are well attended. Homework is usually fully completed on time. Attendance is close to the national average.
14. Relationships are excellent. The older pupils are polite to staff and kind towards each other. They take very good care of the younger children; for example, at lunchtimes, when they show them how to play well and to be considerate of others. They are very good role models. They like to take responsibility and the school is offering them many more opportunities than in the past. All pupils in Years 5 and 6 have regular whole-school responsibilities. Other pupils take turns in helping to complete tasks for their class. Those on the School Council appreciate the democratic manner in which they were elected and understand the responsibility that they have taken on in representing their peers.

The broad range of relevant and interesting curricular experiences encourages pupils to work hard and achieve very well.

15. The school offers a varied and stimulating curriculum, which provides pupils with outstanding opportunities for learning. It successfully reflects the school's aims and is very relevant to the needs of the pupils. It is a significant factor in pupils attaining high standards in all subjects.
16. At the Foundation Stage, the curriculum is very well planned to ensure that children have opportunities to achieve all the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The classroom is most attractively arranged to support children's learning. Displays of children's work demonstrate their achievements in art and writing. Other displays provide children with opportunities to learn, such as socks of different sizes pegged to a line, which children place in order of size. They learn words that accurately describe the socks. Children are introduced to a range of literature by listening to well-told stories. They are encouraged to 'read' books on their own and with adults. The area with a range of papers and tools to make marks enables them to 'write' letters, stories and poems. Children are introduced to ICT through use of computers, robotic toys and other equipment such as tape recorders.
17. Areas of the classroom, such as the role play area (during the week of the inspection, 'the doctor's surgery'), encourage children to use their imagination in creative play. The health visitor was invited to talk to the children about her work so that children could incorporate aspects of this into their play. Stimulating areas are arranged to entice children into discovering their world, such as the sand and water trays, the courtyard and garden. Each Friday children bring their boots to work outdoors in the woodland area. Children are regularly taken on local walks to develop their knowledge and understanding of the world around them; for example, to the local Nature Reserve and Swanpool Beach. Other visitors such as a blind lady, a worker from a local superstore and a parent who runs a 'juice bar' have been invited into school to talk to the children about their experiences. During the year, the teacher and other adults take children on visits to places, such as Truro Museum to find out about 'old toys', to Falmouth Art Gallery to participate in a clay workshop and to Marlborough House for a 'pirate day'. Children are excited by these occasions and this helps to stimulate their desire to find out more about the world in which they live.
18. The curriculum for pupils in Years 1 to 6 fits efficiently into a tightly managed school week when all available time is used effectively. ICT is used particularly well to support learning in nearly all subjects.

The programme for pupils' personal, social and health education is an excellent provision. The curriculum also makes a splendid contribution to pupils' spiritual, moral, social and cultural development, as well as their aesthetic appreciation. It is reflected in the much improved quality of handwriting and the presentation of pupils' work, which shows variety and individuality.

19. There are many very good opportunities for all pupils to make educational visits to places of interest to support all subjects of the curriculum. They are planned carefully to extend the work in school. Pupils are able to gain a deeper understanding about their work, which makes learning more meaningful, memorable and enjoyable. The pupils' work completed after visits is impressive, whether it is in the form of written work, creative work or diaries.
20. Some activities are regular and cover most subjects. They offer pupils the opportunity to learn from adults outside school who have considerable subject expertise and who can communicate their enthusiasm for their subject to others. They include visits by all age groups to Falmouth Art Gallery, which is within easy walking distance of the school, for activities such as story telling, model making, poetry based on the paintings of Picasso and working with artists. Many of the visits and visitors are connected with history, such as when grandparents are invited to talk about fashions during their lives. Places of historical interest include local churches, Truro Museum, St Mawes Castle, Pendennis Castle and Pill Farm. Sites of particular scientific interest include the beach and nature reserve at Swanpool. Local walks are used to help pupils to understand the use of land as part of their geographical studies. To help pupils in their understanding of personal, social and health education, local lifeguards give talks about safety on the beaches, and links with a local supermarket help to promote healthy living. The school has a particular link with Blue Watch at the local fire station, which provides pupils with further insights into matters of safety at school, at home and in the community. The local policeman helps to run a programme of curriculum support in personal, social and health education. Pupils in Years 3 to 6 participate in annual drama workshops on drug and alcohol abuse led by a local theatre company.
21. The school organises, and participates in, other events to stimulate pupils' interests and develop their skills; for example, pupils take part in the Truro Music Festival, they entertain adults on open afternoons by singing, dancing and putting on plays, and pupils in Years 5 and 6 engage in an activity sponsored by the local Rotarians entitled 'Youth Speaks'. Pupils have few opportunities to meet people from other cultures in their local environment and the school provides pupils with as many positive experiences as possible. Musical workshops have extended pupils' understanding of different cultures when they listened to, and sometimes had opportunities to perform with, a steel band, Angolan musicians and dancers, musicians from Nigeria and an African drumming group.
22. Pupils in Years 4, 5 and 6 are taken on residential trips lasting two, four and five days. Pupils in Year 4 work with a local artist and produce work of high quality. Year 5 pupils learn how to canoe and are set problems to solve. The pupils in Year 6 have opportunities to learn a range of different skills, such as archery, sailing, wind surfing, riding on mountain bikes and climbing rocks. These visits also help pupils to develop strong relationships with each other and a high sense of social and moral responsibility.
23. In conjunction with other primary schools, one-off experiences for able and gifted pupils have enabled them to develop skills and understanding at a very high level. These have included an art week, basketball skills and workshops at the Eden Project to celebrate cultural diversity.
24. The school provides pupils in Years 1 to 6 with a wide range of learning opportunities through an excellent programme of extra-curricular activities where pupils very successfully develop their skills. These activities take place at lunchtimes and after school. Most are provided for older children but, as a result of a survey of parents' views about one year ago, there has been an improvement in the number organised for younger pupils. The school endeavours to provide something to cater for all interests.
25. Homework club is available at lunchtime from Monday to Wednesday for pupils in Year 6. Pupils spend up to 40 minutes completing their homework under the supervision of a teaching assistant, who is available to help. Other activities that take place at lunchtime include recorders (mixed age groups), and mini bridge club and space club for pupils in Year 6. After school activities comprise mainly sporting activities. They vary from term to term but make a significant difference to pupils' attainment. They are well run by adults with appropriate expertise. Gymnastics runs throughout the year, with pupils from Years 1 to 3 taking turns to attend each term. A selection from athletics, tennis, tag rugby, football, netball, basketball, skipping, rounders and cricket is offered to pupils at appropriate times of the year. Drama and choir clubs also run throughout the academic year. They are organised to cater for pupils of different age groups each term. 'Fun French' occurs twice weekly and is for pupils of any age accompanied by an adult. Family Yoga is also offered to parents and children. Dancing,

both modern and country, are taught at set times and pupils have opportunities to pass their cycling proficiency badge after receiving training. The science and environment club

functions during the autumn and spring terms. Materials published by the British Association of Young Scientists Club are used and this enables pupils to qualify for bronze, silver and gold certificates.

26. Pupils also have the opportunity to learn a musical instrument. Peripatetic teachers visit the school to offer lessons in woodwind, keyboard, guitar, cello and violin. Overall, attainment in all subjects is significantly enhanced by the excellent range and quality of opportunities pupils are given.

High quality teaching helps pupils to attain high standards.

27. The school has recently adopted a teaching and learning policy, one of its aims being to create a consistency of practice and approach. It is already largely successful, as teaching throughout the school is generally consistent and of very high quality overall. It is a significant factor in the high standards the pupils attain. Teaching is particularly strong at the Foundation Stage and in Year 6, where lessons of exceptional quality were observed. The school makes very good use of the three teachers with advanced teaching qualifications; one of them is an advanced skills teacher, two are leading mathematics teachers and all three are associate literacy consultants.

28. Throughout the school, teachers have created a warm, welcoming and secure environment. Pupils like school and the warmth of welcome from those who work there. Pupils state, 'Teachers are wonderful and great friends' and 'They work hard to make lessons interesting.' Music is often used to create the right climate for learning, such as calm music when children enter assembly or the classroom first thing in the morning. Classrooms are made attractive with displays of pupils' work and other items, such as posters that help to inform pupils. These sometimes provide information on current learning, such as the geographical or historical topic, or challenge pupils' thinking. For example, in the Year 5 classroom a poster contributed to pupils' spiritual and moral development by making them think. It stated,

'Only after the last tree has been cut down
Only after the last river has been poisoned
Only after the last fish has been caught
Only then will you find that money cannot be eaten.'

Teaching is helping all pupils, including those with special educational needs, to become responsible citizens.

29. In the lessons of exceptional quality, planning is very detailed, with clear learning objectives. These are shared with pupils at the beginning so they are clear about what they are expected to learn. Effective questioning is used; for example, to establish what learning occurred in the previous lesson. Activities are accordingly matched to the abilities of different groups of pupils, including those with special educational needs, depending upon what they attained previously. Resources are particularly well used and teachers make excellent use of teaching assistants to help those pupils who have been identified for support. Teachers and teaching assistants work closely together and, because of this, they are very good role models for pupils. The manner in which teachers manage pupils is exceptional. In one Year 6 lesson of 60 minutes, the teacher did not have to correct pupils at all because they were clearly aware of her very high expectations concerning their behaviour and their output of work. This ensured that the lesson moved at a rapid pace with no loss of time. Teachers treat pupils with respect and expect to be treated similarly. Relationships between staff and pupils are outstanding. Pupils know that they are well cared for and given appropriate levels of support to enable them to achieve their best. Teachers employ effective strategies. Every opportunity is taken to revisit things children have learnt before but need to consolidate, such as when the teacher asks children, 'What were the words we used to describe these socks yesterday?' They encourage pupils to make assessments of how well they are learning; for example, in a mathematics lesson, pupils were asked if they understood how to measure angles with a protractor. One pupil responded negatively and so the teacher gave the pupil individual support and tutoring. 'Marking ladders' help pupils by making clear what the teacher is looking for in any particular piece of work. This has been a great help in raising standards because pupils are clearly shown what is expected of them with any particular piece of writing. The closing part of the lesson is used to explore what pupils have learned. They are asked to indicate whether they feel confident in their knowledge, a little unsure or have no understanding at all. This effective self-assessment enables teachers to plan accurately for the next lesson. Homework is clearly set in accordance with the school's policy and effectively linked to work completed in class.

Strong leadership cultivates effective teamwork by all staff and a climate for learning.

30. The headteacher provides outstanding leadership. She is strongly supported by the deputy headteacher, teachers, teaching assistants, administrative and other staff and the governing body. They are an effective team. She sets a fine example to all who work at the school. Clear educational direction is given through the mission statement and the aims of the school, the basis for improvements in the school development plan. The school is very successful in meeting those aims; for example, as stated in the development plan, 'the school has created an atmosphere of happiness, security and confidence so that children participate readily in the processes of learning' and 'the school is a community to which the children readily give their loyalty'. The headteacher steers the school effectively, directing resources to where they are most needed to pursue improvement.
31. Subject leadership is very good in most areas of the curriculum. In ICT and at the Foundation Stage it is of exceptional quality. Curriculum co-ordinators provide clear direction through schemes of work, in-service training and regular support for their peers. They carry out regular annual audits of their subject and complete an evaluation of the spending over the past year.
32. High expectations of the pupils in both work and behaviour are apparent. Handwriting and presentation of work have improved since the last inspection. Standards are above average in all areas of the curriculum, with many examples of work being well above average. Pupils of all abilities, including those with special educational needs, are expected to behave well and to take responsibility. They are encouraged to participate in local activities, to be involved in charitable events and to consider their role in the wider community; for example, through exchanging e-mails with pupils in other countries.
33. Teaching and learning are ongoing priorities for the school. This is reflected in improvement since the previous inspection. The recently agreed teaching and learning policy makes evident what is expected in each classroom. The school has a regular programme of monitoring and supporting teaching, which is having a positive effect on the quality of teaching overall. Not only do individuals receive feedback and support but general issues are discussed at staff meetings so that all can benefit. All members of staff are involved. On occasions, the school also makes use of outside consultants, such as the local education authority advisers, to assist in this process. Subject leaders are involved in monitoring teaching and learning in their subjects, some through lesson observations and scrutiny of work, and all through observing teachers' planning.
34. The environment is clean, welcoming and stimulating. Displays in classrooms and around the school reflect the high quality of work produced by the pupils. The library is attractive and encourages pupils to use its resources. The outdoor environment is well kept and offers a range of stimulating activities, particularly for the youngest children. Equipment related to the 'huff and puff' scheme' is used to provide older pupils with opportunities for recreation and activities within the small playground available.
35. Procedures for monitoring the pupils' academic progress are very good. Records of individuals' attainment are recorded regularly and new challenging targets set. Test results are analysed in detail and action taken to address any areas where individuals or groups of pupils do not perform as well as might be expected. Challenging targets for all year groups except the reception class are now in place for literacy and numeracy each year.
36. The school makes very good use of ICT. All teachers are competent in their use of computers and they use them for a range of tasks, including lesson planning, tracking of pupils' attainment and target setting. Subject co-ordinators use them for aspects of their work, such as reviewing policies and producing schemes of work. School management systems are exceptionally well geared to the use of computers and the headteacher and administrative staff are well trained in their use.
37. The governing body is effective in carrying out its statutory responsibilities and offers strong support to the headteacher and other staff under the strong leadership of the Chairperson. All governors are clear about the school's strengths and weaknesses and priorities for improvement. All have subject responsibilities and a class to which they are attached. This enables them to get to know the school in a more intimate way. Visiting governors write reports for their colleagues and this, together with the headteacher's report, keeps all governors well informed. Governors have a clear perspective of the strategic development of the school and they are totally committed to obtaining best value in all aspects of the school's work.

38. The school is successful because its leadership creates a climate of optimistic endeavour. Teachers enjoy teaching and honing their skills. The whole staff team is involved in developing the quality of education provided for pupils.

WHAT COULD BE IMPROVED

39. There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Although there are no significant areas for improvement, the school should consider how it can make its playing field secure at all times to ensure the safety of its pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	6	2	0	0	0
Percentage	18	46	27	9	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)	206
Number of full-time pupils known to be eligible for free school meals	21

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	34

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	17	16
	Total	26	28	27
Percentage of pupils at NC level 2 or above	School	84 (87)	93 (97)	90 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	16	15	15
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87 (87)	87 (84)	90 (84)
	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	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	14	11	16
	Total	29	27	32
Percentage of pupils at NC level 4 or above	School	91 (84)	84 (91)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	14	11	15
	Total	29	26	31
Percentage of pupils at NC level 4 or above	School	91 (88)	81 (84)	97 (100)
	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	165	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	8	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	26.5
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	104

FTE means full-time equivalent

Financial year	2001-2002
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	£
Total income	427760
Total expenditure	412891
Expenditure per pupil	1903
Balance brought forward from previous year	67106
Balance carried forward to next year	81975

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
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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	206
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	0
My child is making good progress in school.	56	41	2	0	0
Behaviour in the school is good.	49	47	2	0	1
My child gets the right amount of work to do at home.	49	44	4	0	4
The teaching is good.	74	24	0	0	2
I am kept well informed about how my child is getting on.	48	46	2	4	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	52	45	1	1	1
The school is well led and managed.	58	38	4	0	1
The school is helping my child become mature and responsible.	59	39	0	0	2
The school provides an interesting range of activities outside lessons.	53	35	9	0	2

N.B. Percentages may not add up to 100 as a result of rounding up.