

# INSPECTION REPORT

**GRANGE OVER SANDS CE PRIMARY  
SCHOOL**

Grange over Sands

LEA area: Cumbria

Unique reference number: 112280

Headteacher: Mr C Milner

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 14<sup>th</sup> – 15<sup>th</sup> October 2002

Inspection number: 247207

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                               |
|------------------------------|-------------------------------|
| Type of school:              | Infant and junior             |
| School category:             | Voluntary Controlled          |
| Age range of pupils:         | 3 - 11                        |
| Gender of pupils:            | Mixed                         |
| School address:              | Grange over Sands<br>Cumbria  |
| Postcode:                    | LA11 7JF                      |
| Telephone number:            | 01539 532392                  |
| Fax number:                  | 01539 536038                  |
| Appropriate authority:       | Governing body                |
| Name of chair of governors:  | Councillor P C Jackson        |
| Date of previous inspection: | 12 <sup>th</sup> January 1998 |

## INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------------|----------------------|
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| 8943         | Mrs M Manning | Lay inspector        |
| 20326        | Mr P Clark    | Team inspector       |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Grange over Sands C of E Primary School is an average size school situated in the small town of Grange over Sands in Cumbria. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they enter show that pupils are broadly in line with the level expected for their age. There are 97 boys and 81 girls currently on roll. A further 23 children attend the nursery on a part time basis. There are no pupils who have English as an additional language. There are five pupils eligible for free school meals, which is well below the national average. Twelve pupils have been identified as having special educational needs, this is below the national average and none have statements of special educational need. Most pupils with special educational needs have moderate learning difficulties.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with many strengths. Very good leadership and management by the headteacher, key staff and governors, provide clear direction for future developments. Teaching is very good. This leads to very good learning and, in the current Year 6, pupils' attainment is well above the level expected for their age in English, mathematics and science. Pupils are responsible and relationships in school are excellent. Expenditure is about the national average and results are well above average when compared to other schools, which means that the school gives very good value for money.

#### **What the school does well**

- The leadership and management of the school by the headteacher and the quality of teamwork by staff and governors are very good.
- Teaching is very good which leads to very good learning and well above average standards in English, mathematics and science.
- Pupils' attitudes and behaviour are excellent. Relationships and opportunities for personal development are excellent. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

#### **What could be improved**

- The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been very good progress in dealing with the issues identified in the previous inspection in 1998. The school has established, and uses well, a clear system for planning the curriculum that ensures that teachers are secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. There has been very good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that pupils are set individual targets and their work is better matched to their abilities and previous knowledge and understanding. As a result, pupils' attainment is well above the level expected for their age, especially in the core subjects of English, mathematics and science. There has been very good progress to create portfolios which contain examples of pupils' work from all subjects and are an effective record of pupils' progress.

The headteacher and governors are fulfilling their role very well. There is a clear educational direction for the school and subject co-ordinators are now fulfilling their management role well. The headteacher and

governors have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum and check on the progress being made in the school's improvement plan. They evaluate the effects of spending on the standards pupils reach and are pleased with the results in recent National Curriculum tests in English, mathematics and science. The school is well set to meet its challenging targets and maintain its high standards.

## 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             | A*   | A    | C               |
| mathematics     | C             | A    | C    | D               |
| science         | A             | A*   | A    | A               |

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

The table shows the high results achieved by the school in National Curriculum tests. The trend of pupils' attainment over time is in line with the improving national trend. The small number of pupils taking the tests each year means that one or two pupils who did not perform as well as expected can significantly affect the results and this was the case in mathematics. There is a part time nursery which meets in the school for five sessions a week. Children in the nursery receive a good start to their education. All children in the reception class achieve well and most reach levels above the level expected for their age. In the present Year 2, pupils' attainment is above the level expected for their age in English, mathematics and science. The school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are well above the level expected for 11 year olds. Standards in information and communication technology and religious education are typical for 11 year olds. Since the previous inspection, pupils' attainment has improved significantly in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have excellent attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.   |
| Behaviour, in and out of classrooms    | Pupils show good levels of self-discipline, they know what is expected of them and their behaviour is excellent. Pupils are very polite and courteous towards one another and adults. There have been no exclusions from the school in the last year. |
| Personal development and relationships | Pupils' personal development and relationships are excellent. They respond very well to the school's encouragement to take responsibility for their actions.  |

|            |   |
|------------|---|
| Attendance | Attendance is in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. |
|------------|---|

Pupils' excellent attitudes result from their response to the caring, family atmosphere. This is a particular strength of the school. Pupils have excellent relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown, for example, when setting up equipment or taking part in shared reading sessions with younger pupils. For example, in discussions with the school council, pupils explained the importance of discussing all issues and then voting to make sure the eventual decision was fair and represented the majority view.

## TEACHING AND LEARNING

| Teaching of pupils In: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching    | Good                  | Very good   | Very good   |

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

The quality of teaching is very good. There was no unsatisfactory teaching seen during the inspection. Good and very good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is an improvement since the previous inspection. Teaching and learning have been observed by the headteacher and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy, and the fact that teachers work closely together as a team, has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge pupils of different age and ability in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. The assessments made by teachers are used effectively to set targets, for example in English, mathematics and science. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give very good support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. Staff value all pupils equally, whatever their needs, and work hard to make sure they get the best from their time at school.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum             | Very good. The school provides a relevant curriculum and a wide range of learning opportunities for all pupils. The school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities is very good. |
| Provision for pupils with special educational needs | There are very good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment  |



|  |               |
|--|---------------|
|  | and learning. |
|--|---------------|

|   |   |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' spiritual, moral, social and cultural development is very good. The quality of relationships is very positive and makes a significant contribution to the excellent behaviour in the school. This provision contributes very well in promoting the school aims. |
| How well the school cares for its pupils  | Procedures for child protection and for ensuring pupils' welfare are very good. There are very good procedures for assessing pupils' attainment and progress.   |

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art and design a high profile and work on display in classrooms and public areas is very good. There is a very good number of visits, visitors and extra curricular activities that give pupils wider experiences and help them learn. The school has formed a very good partnership with most parents which makes a very good contribution to pupils' learning both at home and in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher and key staff provide very good leadership and management which gives a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.  |
| How well the governors fulfil their responsibilities             | Very good. The governing body is committed to helping the school move forward. Governors make a very effective contribution to the running of the school and are committed to maintaining high standards.  |
| The school's evaluation of its performance                       | Good. The headteacher knows the strengths and areas for development. The evaluation undertaken since the last inspection has been very efficient, for example, good plans are in place to use the grant provided just before the end of the last financial year to improve the school environment.   |
| The strategic use of resources                                   | The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are mostly good and used effectively. The library is well stocked and used effectively to support pupils' learning in all subjects. The school's finances and administration procedures are good. |

The very good leadership and management provided by the headteacher, staff and governors are major factors in the quality of teamwork and positive family atmosphere in the school. The good strategic management of the school is evident in the way that the partnership with the community has provided a very good information and communication technology suite. The school uses funds designated for particular purposes well. Governors and the headteacher keep a close eye on spending and ensure the principles of "best value" are followed and that pupils have good quality resources to help them learn.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"><li>• Their children like school and are making good progress.</li><li>• Teaching is good.</li><li>• Behaviour in the school is good.</li><li>• The school expects children to work hard and become more mature and responsible.</li><li>• The amount of homework given.</li><li>• The information about how their children are getting on and the way the school works with parents.</li><li>• The school is well led and managed.</li></ul> | <ul style="list-style-type: none"><li>• The range of activities outside lessons.</li></ul> |

Parents consider that they have a very good partnership with the school and express satisfaction with virtually all areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. There is a very good range of extra curricular activities and so inspectors do not agree with the few parents who expressed concerns in this area. The positive aspects of the school's links to parents make a significant contribution to the partnership with parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The leadership and management of the school by the headteacher and the quality of teamwork by staff and governors are very good.**

- 1 The headteacher, staff and governors provide a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive family atmosphere, where all staff and pupils are valued and their efforts very well supported. This approach and enthusiasm have contributed to the high percentage of very good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded effectively to the last inspection and all issues identified for improvement have been successfully addressed.
- 2 Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, discussing the school's objectives and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards are above and often well above average by the time they leave the school. There is high quality artwork displayed in public areas and classrooms. For example, the still life observations drawn by Year 5 pupils create a stunning effect in the corridor and classroom. The good quality displays of pupils' work around the school have a significant impact on the atmosphere and pupils' self esteem. They also contribute to the high standards achieved, for example, the school won an Achievement Award recently for the continued high level of pupils' attainment.
- 3 The headteacher and dedicated staff work very effectively together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning are clearly cross-referenced and the headteacher, staff and governors work very closely together to ensure that the principles of "best value" are followed. For example, the school received an unexpected grant just before the end of the last financial year which means that the carry over figure is slightly higher than that recommended. However, good plans to use the money for the benefit of pupils were quickly drawn up and work to improve both the inside and outside environment is imminent. This shows that the school has clear targets for improvements. Priorities include the maintenance of staffing levels, replacement of old fencing, improved storage in the nursery and the refurbishment of the hall. The school has fully implemented the national Performance Management strategy for staff and the further monitoring of school self evaluation is also included in the school development plan. All staff regularly attend courses to develop their professional skills and knowledge and they have a shared commitment to the implementation of the recent changes to the National Curriculum and the curriculum for children in the Foundation Stage, this is the nursery and reception class.
- 4 The governors are well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the headteacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very

closely with the headteacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the activities undertaken by the Friends of the School.

**Teaching is very good and leads to very good learning and well above average standards in English, mathematics and science.**

- 5 The quality of teaching throughout the school has improved significantly since the last inspection. Children attending the nursery for five sessions per week, receive a good start to their education because of the quality of the teaching. Staff ensure that all activities develop their social interaction as well as specific skills in speaking and listening about their different activities. For example, children playing in the house corner took their “telephone” calls very seriously and one offered another child the opportunity to “say hallo to my mummy”. The quality of teaching for children in the reception class is good. Staff develop children’s language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. There is a good balance of whole class sessions, when children read books or learn about mathematics, and practical activities when children practise what they have learned. For example, in a numeracy lesson children responded very well when the teacher tried to trick them when putting numbers in order, they also enjoyed having to search the classroom to find specified numbers. This results in good learning and progress for all children as they practise counting forwards and backwards. The staff take every opportunity to promote children’s learning, for example, when sitting in a circle discussing the events of the weekend, children were encouraged to speak in sentences when describing the events they most enjoyed.
- 6 The very good quality of teaching makes a significant contribution to pupils’ attainment and progress. For example, in a Year 2 English lesson, pupils responded very well to the challenging task of discussing a place and sharing ideas with each other on what could be found in that place. This type of practical discussion work has a very positive impact on all learning as pupils use new words, talk in sentences and listen carefully to others. The headteacher is implementing the school’s policy for observing and improving teaching and it is being used effectively, especially in staff discussions about the next stage of pupils’ learning. The teaching of basic skills, such as reading, writing and mathematics, is very good throughout the school. Pupils with special educational needs are very well supported. The quality of the teamwork by teachers and support staff has a very positive impact on pupils’ learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. For example, every opportunity is taken to develop pupils’ skills in the wider community by their involvement in local events.
- 7 The teaching of English is good and often very good. Teachers’ planning is clearly linked to the requirements of the National Literacy Strategy. When teaching is very good challenging tasks are set for pupils of all abilities, for example, in a Year 6 lesson, pupils gave very good examples of the use of “tension” when discussing Twelfth Night. They accurately described how a girl dressed as a boy in the play created unusual situations and then they suggested very good ideas for how the play could be written in a modern setting. Pupils used good reasoning skills to predict the likely unusual situations in this modern setting. There is a good variety of written work, ranging from creative stories, giving instructions to writing plays showing

empathy with someone in a frightening setting. For example, the good use of language sets the scene when a pupil wrote, "The sound of water and thunder can be heard, water droplets fall occasionally from the ceiling". Pupils use computers effectively in the suite to support their work in English when they create imaginative presentations for their work on Twelfth Night. For example, they use the facilities of the program to create a series of pictures and words that "fly" on to the screen from different directions. Pupils' excellent relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' positive attitudes, high levels of concentration, eagerness to do well, good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 4 language session, pupils were "acting" the words given to them by the teacher and the class had to guess each one. The confidence and enthusiasm of all pupils made the session exciting as well as informative.

- 8 The teaching of mathematics is very good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in an excellent Year 6 mathematics lesson, pupils were using their knowledge of probability to select the outcome for certain actions. They discussed the possibilities when using sentences such as, "I will eat a packet of crisps today" or, "I will sleep tonight". The teacher developed this work very well when using a bag containing six red bricks, three green bricks and one blue brick to develop pupils' knowledge and understanding of fractions when discussing the probability of picking out one red brick. Teachers use assessments of pupils' previous work to set challenging targets in lessons and for individual pupils. For example, in a Year 5 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to decide which co-ordinates to use when plotting positions on squared paper. Pupils understood the objective and they worked both independently and in small groups to solve specific problems. Lower attaining pupils were given extra help and pupils capable of higher attainment had the challenge of explaining that a line graph showed progress over time, for example, temperature changes. Teachers' expectations are high and they expect the best of all pupils. Pupils respond very well to the challenge in lessons. In all classes, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.
- 9 Teachers in both key stages use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a science lesson for pupils in Year 1, a clear target was set for pupils to record the movements of different creatures. Pupils were challenged to record their findings accurately and, in discussions, used a good variety of language such as slither, crawl, walk and waddle to describe the movements of animals. In Year 6, the teacher's very good challenging questions ensured that pupils devised "fair" tests for their work on air resistance. This was followed very well in the experimental work when pupils tested their "spinners" to find out which one fell to earth the quickest and the scientific concept was clearly explained by a pupil who said, "the spinner with the biggest wing span took the longest because there was more surface area on the wings to slow it down". An excellent science day showed the involvement of parents and pupils in learning when the school was transformed into zones. Pupils used a variety of equipment and the use of the microscope linked to a computer was an obvious favourite for one pupil in Year 2 who examined the "wiggly lines on your finger" in the fingerprint zone.

**Pupils' attitudes and behaviour are excellent. Relationships and opportunities for personal development are excellent. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.**

- 10 The behaviour of pupils is excellent. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have excellent attitudes towards school and their work. They are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 2 English lesson, pupils listened attentively to the teacher's review of how to use word combinations to make poetry more interesting. They used the computers effectively to create their own poems using appropriate words and phrases.
- 11 Relationships between pupils and between pupils and adults are excellent. All staff know their pupils very well and they are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in the nursery and reception class were observed in lessons working with an adult completing a variety of activities. For example, in mathematics in the reception class they developed their language work very well with the use of words such as more than, less than and the same as. Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in the science experiment in Year 6, pupils collaborated in small groups when testing and timing how their "spinners" fell to the floor. In the playground, pupils relate well to each other and play amicably in small and large groups.
- 12 Pupils are very keen to take responsibility and show initiative. For example, they willingly move furniture ready for assembly, set out resources and clear away afterwards. Older pupils hear younger pupils read and they take their responsibilities very seriously. During assemblies pupils operate the overhead projector and the disc player used to play the selected music as they enter and leave the hall. Pupils on the school council take their responsibilities very seriously, for example, during a discussion they clearly explained the importance of all members making a contribution and how important voting was to ensure that democratic decisions were made for every item discussed. One pupil showed real awareness by saying, "we all have to be very careful as members of the council to be aware of gender issues and not just vote for what the boys want". Pupils explained how they report back to their classmates and listen to them when they offer ideas for future developments. All pupils collect and donate generous sums of money to a variety of charities. Their personal and social development is improved by visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has not only maintained but also improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was

judged to be good. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

**The provision for pupils' spiritual, moral, social and cultural development is very good.**

- 13 This aspect of school life has improved since the previous inspection to become a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school is a happy, caring and supportive environment. The school sees this as part of its work, and there is no reason to doubt that these strong features will be maintained. The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. In assemblies, pupils' achievements are celebrated and they make their own contributions confidently. For example, pupils acted the parts of the landowner and grape pickers for a story told to highlight the meaning of fairness. During the prayers at the end of the assembly a pupil confidently read a prayer which she had written and others played musical instruments to accompany the hymn. In the prayers at the end of assemblies pupils choose how they wish to show their respect while focussing on the candle burning at the front of the hall. Consideration for different people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Islam, Buddhism and Hinduism.
- 14 The provision for pupils' social and moral development is very good. Staff are very good role models and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. There are regular residential visits and reports in the school newsletter show the rich range of activities undertaken that supported the establishment of the very good social interaction during the stay at the centre. Teachers use role-play very effectively to encourage pupils to think about their own and others feelings. For example, in a display of work in Year 4 when pupils wrote down their own Code of Conduct one thoughtful comment was, "Treat others as you would like to be treated".
- 15 The provision for pupils' cultural development is very good and has been maintained since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art, history, geography, music, religious education and English. For example, the quality of the artwork is good and paintings in the style of famous artists and writing in history comparing the life of people in Ancient Egypt with the present day show a real empathy for different times and cultures. The school promotes music, dance and song, familiar and foreign. The school ensures that pupils gain an understanding of other cultures and faiths as well as Christian traditions. For example, in a religious education lesson in Year 3, pupils thought about religious artefacts and discussed



what they mean to be Christians. By the end of the lesson all understood the idea of Jesus being "The Bread of Life". A wide range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

## **WHAT COULD BE IMPROVED**

### **The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.**

- 16 In Years 2 and 6, pupils' attainment in information and communication technology is at the level expected for their age. Standards have improved since the previous inspection because information and communication technology is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because the computers based in classrooms are not used consistently enough by all teachers to support pupils' work in information and communication technology and in other subjects.
- 17 Pupils now build effectively on their skills and knowledge through more frequent use of the new computers in the suite and programs in school. For example, pupils used the different facilities to type words into the computer and correct deliberate mistakes using the delete and arrow keys. Pupils in Year 2 sometimes use the computers to extend their work in other subjects, for example, they use the facilities in an art program to draw pictures and "flood" certain areas with colour and the finished products are in the style of Mondrian. Discussions with pupils in Year 6 showed they have a satisfactory understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of a specific program to create a slide show using images and descriptions for the work in English on Twelfth Night. They also explained how to use a special program that allowed them to control the operation of a set of traffic lights or a floor robot. Pupils explained how they load and save their work, how to bring up the various menus available, for example, when changing the size or colour of their work when writing stories straight on to the screen.
- 18 The provision of new computers in the suite has been successfully implemented and has resulted in an improvement in pupils' learning in information and communication technology. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils' information and communication technology skills. Opportunities are sometimes missed in other subjects. For example, in a mathematics lesson, the chance was not taken for pupils to devise their own method to record and show the results of their work on block and line graphs. However, all staff have undertaken training in the use of personal computers and the school has recognised that teachers will need to continue this training if they are to keep up to date with fast changing technology. Further development is now taking place. For example, pupils use programs to create stories using word processing skills and are becoming more confident in using art packages to create their own designs. The school has made significant improvements in provision since the previous inspection and there is a clear commitment to provide the extra practice pupils require to extend the range of their experiences. For example, pupils are now more confident in the use of spreadsheets and how to gain access to the Internet. The head teacher and staff are keen to raise standards further and have a very good plan for doing so. As a result, the school is well placed to make further improvements.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**19 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

- Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

(Paragraphs: 16 and 18)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 15 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 6         | 6    | 2            | -              | -    | -         |
| Percentage | 7         | 40        | 40   | 13           | -              | -    | -         |

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 seven percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 12      | 178     |
| Number of full-time pupils known to be eligible for free school meals | -       | 5       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | -       | -       |
| Number of pupils on the school's special educational needs register | -       | 12      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | -            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9            |
| Pupils who left the school other than at the usual time of leaving           | 8            |

### Attendance

| Authorised absence | %   | Unauthorised absence | %   |
|--------------------|-----|----------------------|-----|
| School data        | 5.2 | School data          | 0.0 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| 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 | 16   | 8     | 24    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14      | 15      | 16          |
|   | Girls    | 8       | 8       | 8           |
|   | Total    | 22      | 23      | 24          |
| Percentage of pupils at NC level 2 or above | School   | 92 (86) | 96 (93) | 100 (96)    |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 14      | 16          | 16       |
|   | Girls    | 8       | 8           | 8        |
|   | Total    | 22      | 24          | 24       |
| Percentage of pupils at NC level 2 or above | School   | 92 (93) | 100 (93)    | 100 (93) |
|   | National | 85 (85) | 89 (88)     | 89 (88)  |

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   | 15    | 29    |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science   |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 12       | 13          | 14        |
|   | Girls    | 13       | 11          | 15        |
|   | Total    | 25       | 24          | 29        |
| Percentage of pupils at NC level 4 or above | School   | 86 (100) | 83 (92)     | 100 (100) |
|   | National | 75 (75)  | 73 (71)     | 86 (87)   |

| Teachers' Assessments                       |          | English | Mathematics | Science   |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 12      | 13          | 14        |
|   | Girls    | 12      | 13          | 15        |
|   | Total    | 24      | 26          | 29        |
| Percentage of pupils at NC level 4 or above | School   | 83 (88) | 90 (92)     | 100 (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                                     | 178                  | -                                 | -                              |
| White – Irish                                       | -                    | -                                 | -                              |
| White – any other White background                  | -                    | -                                 | -                              |
| Mixed – White and Black Caribbean                   | -                    | -                                 | -                              |
| Mixed – White and Black African                     | -                    | -                                 | -                              |
| Mixed – White and Asian                             | -                    | -                                 | -                              |
| Mixed – any other mixed background                  | -                    | -                                 | -                              |
| Asian or Asian British - Indian                     | -                    | -                                 | -                              |
| Asian or Asian British - Pakistani                  | -                    | -                                 | -                              |
| Asian or Asian British – Bangladeshi                | -                    | -                                 | -                              |
| Asian or Asian British – any other Asian background | -                    | -                                 | -                              |
| Black or Black British – Caribbean                  | -                    | -                                 | -                              |
| Black or Black British – African                    | -                    | -                                 | -                              |
| Black or Black British – any other Black background | -                    | -                                 | -                              |
| Chinese   | -                    | -                                 | -                              |
| Any other ethnic group                              | -                    | -                                 | -                              |
| No ethnic group recorded                            | -                    | -                                 | -                              |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 7.5 |
| Number of pupils per qualified teacher   | 23  |
| Average class size                       | 25  |

### Education support staff: YR – Y6

|  |          |
|--|----------|
| <b>Total number of education support staff</b> | <b>8</b> |
| Total aggregate hours worked per week          | 80.5     |

### Qualified teachers and support staff: nursery

|   |             |
|---|-------------|
| <b>Total number of qualified teachers (FTE)</b> | <b>0.5</b>  |
| <b>Number of pupils per qualified teacher</b>   | <b>23</b>   |
| <b>Total number of education support staff</b>  | <b>0.5</b>  |
| <b>Total aggregate hours worked per week</b>    | <b>15</b>   |
| <b>Number of pupils per FTE adult</b>           | <b>11.5</b> |

*FTE means full-time equivalent.*

## 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 | 1.5 |

|  |   |
|--|---|
| 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) | 1 |

*FTE means full-time equivalent.*

## Financial information

|   |                |
|---|----------------|
| Financial year                                    | 2001 - 2002    |
|   | £              |
| <b>Total income</b>                               | <b>420,638</b> |
| <b>Total expenditure</b>                          | <b>406,201</b> |
| Expenditure per pupil                             | 2,031          |
| <b>Balance brought forward from previous year</b> | <b>42,175</b>  |
| <b>Balance carried forward to next year</b>       | <b>56,612</b>  |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 190 |
| Number of questionnaires returned | 68  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 76             | 24            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 60             | 35            | 4                | 0                 | 1          |
| Behaviour in the school is good.   | 56             | 41            | 0                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 35             | 55            | 4                | 0                 | 6          |
| The teaching is good.  | 56             | 39            | 4                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 49             | 44            | 6                | 1                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 75             | 22            | 3                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 65             | 29            | 3                | 0                 | 3          |
| The school works closely with parents.   | 60             | 33            | 6                | 0                 | 1          |
| The school is well led and managed.  | 51             | 41            | 4                | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 58             | 37            | 1                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 47             | 42            | 10               | 0                 | 1          |