

INSPECTION REPORT

LADY SEAWARD'S C OF E PRIMARY SCHOOL

Clyst St George, Exeter

LEA area: Devon

Unique reference number: 113428

Headteacher: Mr Stephen Butterworth

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 2-3 December 2002

Inspection number: 247370

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Clyst St George
Exeter
Devon

Postcode: EX3 0RE

Telephone number: 01392-873629

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Appropriate authority: The governing body

Name of chair of governors: Dr Vernon Brooks

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary aided Church of England primary school is situated in the small village of Clyst St George near Exeter in Devon. The school mostly caters for children from a wide rural community within an above average socio-economic context of mostly privately owned accommodation. The percentage of pupils known to qualify for free school meals is low in relation to the national average. The school is well below average in size having a total of 62 pupils, 29 boys and 33 girls who are aged between four to 11 years. Almost all pupils come from white British backgrounds with English as their first language. The prior attainment of the children on entry to school varies considerably but, when taken together, attainment is broadly average. The percentage of pupils on the school's register of special educational needs is above average. Two pupils, (a well above average proportion in national percentage terms) have complex learning needs for which they have Statements of Special Educational Need. Additionally, 15 pupils receive support either for speech and communication or moderate learning difficulties and hearing impairment.

HOW GOOD THE SCHOOL IS

Lady Seaward's Church of England Primary School is a good school. Pupils attain above average standards, (especially in literacy and numeracy) and in their personal development by the end of Year 6. The good and frequently very good teaching is informed by accurate assessments of the pupils' skills and enables them to achieve well during their time in the school. The caring, inclusive ethos of the school is securely based on Christian principles and on valuing pupils and their efforts and promotes the pupils' very positive attitudes to learning. The school is very ably led and managed by the headteacher and key staff and provides good value for money.

What the school does well

- The relatively new headteacher, with wise counsel from the experienced chair of governors, empowers the whole-school community in the day-to-day life of the school and nurtures a strong commitment and capacity to improve that is enriching the pupils' achievement.
- The staff promote the 'Performing Arts' consistently in all classes with support from governors and parents as a whole-school community. These enrich the pupils' productive and joyful learning across the range of subjects, enhance their speaking and listening, literacy and social skills, and strongly underpin their successful personal development.
- Teaching has improved since the last inspection. It is significantly enriched by a well-planned curriculum that is informed by effective procedures for assessing pupils' work. Teaching is now a consistent strength across the school that is raising standards.
- All adults working in the school provide very good role models and value the pupils and their responses. Together with the school's commitment to Christian principles, they create a warm ethos that promotes the pupils' very good relationships, behaviour and personal enthusiasm for learning.

What could be improved

- The school's use of the new ICT (information and communication technology) suite and class-based ICT equipment in order to develop the pupils' skills and to enrich their learning across the curriculum.
- The school's procedures to support the pupils' health and welfare and to establish efficient control of the finance and resources made available to the school, as they are reliant upon informal structures and lack the regular checks needed to secure consistently effective provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite a very difficult period of staff uncertainty not long after the last inspection in January 1998, the school has made good progress in recent years. Under the talented leadership of a new headteacher and with strong support from an experienced chair of governors and from staff and parents, most of the key issues of the last inspection have been rectified well. More consistently good teaching has raised the challenge offered to potentially higher-attaining pupils, and improved assessment procedures and the use of these to identify the pupils' needs have raised standards, especially by Year 6, where standards have risen at a rate above the national average for primary schools. The school now sets appropriate targets and pupils are on course to attain these successfully. The quality of teaching is better and curricular strengths have been consolidated. Leadership has been strengthened by involving all staff, and governors have improved their involvement. There is scope, however, for governors to raise their effectiveness by clarifying their roles and for teachers to increase their use of ICT to aid pupils' learning. Overall, the school has made good improvement since the last inspection and is well placed to continue this in the future.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	A	B	well above average A above average B average C below average D well below average E
mathematics	E	D	B	C	
science	E	E	C	D	

Given the very small number of pupils and their differing levels of prior attainment in each year group, care must be taken not to place too much emphasis on one year's performance. Nevertheless, the results attained by pupils in Year 6 over the past few years show a trend of rising standards which is above that found nationally. Inspection shows that standards rose well this year in response to improving curricular planning and successful teaching. Standards are above average in English and mathematics and most pupils, including pupils with special educational needs and higher attainers, achieve well by the time they leave the school. Children achieve satisfactorily in Reception and most meet expectations in communication, language and literacy, in mathematics and in their personal, social and emotional development. The pupils' performance at the end of Year 2 in National Curriculum tests in recent years has generally been below average but inspection now indicates that overall pupils attain average standards, especially in literacy and numeracy in Years 1 and 2, showing that achievement is satisfactory over time. An increasing number of pupils learn well in response to good teaching. Pupils achieve well overall through Years 3 to 6 where they respond enthusiastically to challenging teaching. An increasing number of pupils use their improving literacy and numeracy skills and well above average speaking and listening skills successfully to further their learning across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are proud of their school and keen to do well.
Behaviour, in and out of	Very good overall and a strong feature supporting learning. Pupils behave

classrooms	very well in and out of lessons. They enjoy their learning and this more than compensates for the few occasions when they become over-excited.
Personal development and relationships	Relationships are very warm. Pupils willingly undertake responsibility and show very good personal development.
Attendance	Very good, well above the national average.

The headteacher and staff value the pupils and their responses and nurture their self-esteem and confidence and this aids the pupils' learning.

TEACHING AND LEARNING

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

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

Teaching is good overall. Teachers are very knowledgeable and have a good understanding of the National Curriculum. They manage the pupils' behaviour with considerable warmth and effectiveness and these nurture the pupils' confidence productively. Teachers have improved their ability to match tasks and investigations to the pupils' differing ages and prior attainments and are diligent in meeting the needs of all pupils sensitively, including those with special educational needs, and teachers are increasingly successful in challenging higher attainers. Teachers prepare their lessons and teaching assistants well at an early stage and to good effect. Teaching methods are often inspirational, especially in Years 5 and 6 and in literacy and science lessons. Teachers and their assistants often make learning fun, particularly in Reception and in physical education, art and design and music. As a result, pupils are highly motivated and work hard. The teaching and learning in literacy and numeracy are good and are emerging strengths of the school. The teachers utilise the performing arts well across the curriculum to enrich the pupils' enjoyment and success in learning. Not all teachers are using ICT to best effect in supporting the pupils' learning in other subjects, however, especially in English and mathematics and the provision of homework is inconsistent across the school. These inconsistencies are restricting pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, enriched by strong provision for the performing arts, by links with local schools, regular visits and visitors, and by well-planned lessons.
Provision for pupils with special educational needs	The school caters very effectively for pupils with special educational needs and enables them to achieve well in a wide range of skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and underpinning the caring ethos of the school. The provision for fostering the pupils' spiritual, social and moral development is very good, and provision in cultural development is good overall. The pupils' preparation for life in Britain's multi-cultural society is satisfactory.

How well the school cares for its pupils	Satisfactory overall; staff provide good pastoral care but too many aspects are reliant upon informal procedures and lack recorded checks to monitor and ensure consistent provision. Strengths in monitoring academic and personal progress and promoting good behaviour.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very well-considered leadership and team-orientated approach to management are crucial to the school's success. Teachers with curricular responsibilities support him well.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. The chairman provides careful stewardship and is determined that governors improve their effectiveness by making better use of their expertise.
The school's evaluation of its performance	The school is good at evaluating how well it is serving its pupils and in taking action to address areas of further development.
The strategic use of resources	The school generally makes good use of funding, but ICT is not used consistently in raising educational standards.

The school monitors the pupils' performance well and is successful in using assessments of the pupils' work to raise expectations and standards. Governors consider best value satisfactorily when considering the impact of expenditure on pupils' attainment.

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 teaching is good and the school expects their children to work hard and achieve their best. The school is helping their children to become mature and responsible and behaviour is good. Children like school and make good progress. The school is well led and managed and parents would feel comfortable about approaching the school with a problem. 	<ul style="list-style-type: none"> The range of activities provided outside lessons. The quality of the information provided by the school about how their children are getting on and about homework. The degree to which the school works closely with parents.

The inspection team support all of the parents' positive views expressed above. Inspectors consider that the school works closely with parents and provides a satisfactory number of after-school clubs and a good range of out of school activities, such as sports, music and artistic events. The inspectors consider that the school gives good information to parents about how their children are progressing but information about homework and the curriculum is not consistent across all classes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The relatively new headteacher, with wise counsel from the experienced chair of governors, empowers the whole-school community in the day-to-day life of the school and nurtures a strong commitment and capacity to improve that is enriching the pupils' achievement.

1. Improving the strategic development of the school was a key issue of the previous inspection in 1998 and over the past two years the relatively new headteacher has brought a renewed focus to this aspect. He has received carefully considered guidance and encouragement from the chair of governors and good support from the staff of the school. Together they have established an effective school development-planning format through which systematic improvements have been accomplished. Examples include the many improvements to the school's accommodation and facilities that have recently included the creation of an information and communication technology (ICT) suite that is already extending the pupils' skills. Of even more importance has been the significant implementation of well-constructed procedures for monitoring the quality of teaching and learning and the establishment of a well-balanced, broad curriculum. Overall, however, the most significant feature, in terms of its impact on the standards of the pupils' attainment has been the introduction of manageable assessment procedures that give teachers accurate information about how the pupils are getting on. These now provide teachers and parents, and the pupils themselves, with realistic expectations of what the pupils can and should attain. As a consequence, by setting agreed targets, the teachers are now raising standards across the school.
2. By developing these strategies the headteacher ensures that staff, governors, parents and pupils are informed by up-to-date information and are therefore better placed to become involved and to contribute effectively to a strengthening educational direction. The headteacher has brought a successful team approach to leadership and management. He has invited staff onto the management structures of the school, good examples being the creation of a senior management team and the empowerment of subject co-ordinators. This now means that aspects, such as special educational needs, early years education and the planned improvement of the quality of teaching and learning, have been radically strengthened and are promoting pupils' learning. This is accomplished by regular monitoring visits to classrooms and by sharing of expertise and advice. The improved quality of the teaching and learning seen during the inspection and the rising standards in literacy and numeracy illustrate the effectiveness of these procedures.
3. The close partnership between the headteacher and the chair of governors is now beginning to empower the governing body to better effect in fulfilling their roles as 'critical friends' of the staff of the school and in their statutory monitoring of the school's provision. The headteacher now keeps them well informed through regular reports. As a consequence, their involvement in considering the implementation and renewal of the priorities for improvement included in the school development plan are more purposeful and effective. The headteacher provides accurate information about the pupils' performance, for example, resulting from assessments of day-to-day work in school as well as the standards attained in national tests. Pupils and parents also receive these balanced, accurate assessments of the standards pupils are attaining and these are promoting higher standards. For example, the proof that learning can be both challenging and enjoyable is raising expectations.
4. Observations of the day-to-day effective functioning of the school with positive inputs from all members of the school community, not least the pupils themselves, through their increasing evaluation of each other's efforts, clearly illustrate the pupils' improving performance. As the structures of management become more strongly embedded and as the strategies for monitoring their effectiveness are completed and recorded more effectively, so the already strong commitment and capacity to improve is enriched and the pupils' learning is increasingly successful.

The staff promote the 'Performing Arts' consistently in all classes with support from governors and parents as a whole-school community. These enrich the pupils' productive and joyful

learning across the range of subjects, enhance their speaking and listening, literacy and social skills, and strongly underpin their successful personal development.

5. The school has undergone significant changes in the past few years, but it has retained its emphasis on art and design, music, dance, drama and speaking and listening, collectively known as 'The Performing Arts'. This is a strong and successful area of provision that sustains an ethos that values the pupils and their responses and nurtures their confidence and self-esteem. From an early age, children and older pupils in the Reception, Year 1 and 2 class refine and improve their ideas through drama, role-play and practical work. The youngest children trace patterns in flour to practise early writing skills and frequently present their ideas using paint card and glue. As they move through the school the teachers' strong emphasis on art and design continues. In addition, during an 'art week' the pupils work with visiting artists and extend their skills and ideas by making three-dimensional models.
6. The 'recording studio' provides everyday opportunities for young pupils to exhibit their creativity and to share their interpretations of everyday life. The pupils listen carefully to each other and co-operate well as they mimic well-known television personalities and favourite storybook characters. These are developed further during lessons, for example, in the plenary sessions at the end of lessons where stories, such as 'Humpty Dumpty' are re-enacted. These activities are very effective in promoting the pupils' love of learning and positive attitudes to school.
7. As they grow older the pupils in Years 3 and 4 continue to respond enthusiastically as their teachers add direction and form to their collaborative work. For example, in music lessons when discussing pitch and tempo during the practice of songs for their Christmas production or during physical education when performing their dance routines with rhythm, dynamics and expression. The pupils show their enjoyment of learning and concentrate diligently, for example, as they link their flowing dance movements to portray 'The Special Angel on top of the Christmas Tree'. Such experiences broaden the pupils' awareness and appreciation of what they can achieve, both as an individual and as a member of a group. They also develop the pupils' self-confidence and willingness to co-operate with others that have a positive impact on their learning and skills.
8. The good progress that pupils make both in confidence and skill is clearly seen in their everyday learning in Years 5 and 6. Their enthusiastic sharing of opinions and ideas, for example, when discussing 'bias' in literacy and the way in which they readily support each other in order to deepen their collective understanding, stems in no small measure from their regular opportunities to perform as a school and with their peers. Whole-school assemblies and acts of collective worship are seen as special occasions where the school gathers together to pray, to reflect and to perform to celebrate their membership of a Christian community. The headteacher and staff are diligent in ensuring that all pupils are valued and respect each other's contributions; as a result, young and old alike perform with equal enthusiasm. Over time these experiences strongly support the pupils' developing skills in public speaking, singing and dance.
9. These day-to-day learning activities are often used to prepare the pupils for special events where they can show and enrich their performance for their parents and members of the wider school community. Video-tapes of whole-school productions, such as 'The Story of the Dawn', a theme based upon the creation of the world clearly show the way these activities enrich the pupils' spiritual, social, moral and cultural development. For example, the pupils of all ages synchronise their dance movements imaginatively and co-operate effectively in large and small groups, as if they were fish darting in and out of the waves. On other occasions, pupils perform with their own age groups, such as this summer's 'leavers' performance of 'Macbeth' or when performing and contributing to the annual Nativity Service. Occasionally they collaborate with pupils from other schools, for example, when presenting 'This Colourful World'. The pupils co-operate with consideration during these performances and appreciate the differing qualities of their skills and respond merrily to the warm appreciation of the staff, parents and other supportive adults in attendance. The reaction of older pupils to younger pupils and of the caring adults to the pupils' efforts is a key element that underpins the enjoyment and success of these experiences and their importance in promoting the pupils' commitment to learning. By preserving and extending the performing arts as a traditional strength of the school, pupils are given valuable opportunities to

utilise and extend their developing skills and learn to appreciate what it means to be a member of Lady Seaward's Primary School.

Teaching has improved since the last inspection. It is significantly enriched by a well-planned curriculum that is informed by effective procedures for assessing pupils' work. Teaching is now a consistent strength across the school that is raising standards.

10. Teaching is good overall; it is a developing strength across the school and it is the key factor in promoting the pupils' successful learning. Almost all the teaching observed ranged from good to very good and it was consistently very good in the Year 5 and 6 class. Overall, the quality of learning matched the quality of teaching. As the teachers raised the level of challenge and expectation and stimulated the pupils' thinking, so the learning was increasingly enjoyable and successful. This was particularly the case in a literacy lesson in Years 5 and 6 where the teacher used questioning skilfully to draw ideas from the pupils. By establishing clear links with previous learning the teacher was very successful in developing the pupils' understanding of balanced and ethical reporting, reflecting a well above level of attainment for pupils of this age.
11. The teachers plan their lessons very effectively. They share their expertise professionally and willingly in planning and teaching the subjects of the National Curriculum and the areas of learning for young children in the Foundation Stage. As a result, the teaching and learning strategies and experiences that they provide ensure that the pupils acquire skills and knowledge systematically as they move through the school. In addition, the pupils acquire and follow consistent approaches and ways of learning. For example, all the teachers share the specific lesson objectives with the pupils at the beginning of lessons and review these carefully in the plenary discussions at the end of lessons. These strategies help to extend the pupils' understanding, self-confidence and expectations and have a beneficial effect in raising the pupils' achievement. Good examples were seen in music and physical education lessons in the Year 3 and 4 class where the teachers also involved the pupils to positive effect in evaluating the quality of their own and each other's work, by listening or watching their rhythmic and dynamic singing or dance movements.
12. Prompted by the headteacher, staff have been industrious in establishing a clear curricular framework. Increasingly and with significant success, teachers are using well-thought out assessments of the pupils' work to set realistically challenging targets for them to attain and are matching the planned curriculum to the needs and prior attainment of the pupils. This ongoing curricular development informed by improved assessments of the pupils' work and by improved evaluation and monitoring of the pupils' performance in relation to local and national expectations is strongly promoting the improving effectiveness of the teaching and learning. These strategies are being implemented with success across the whole school and the teachers' care in matching tasks to the wide ranging ages and prior attainments of their pupils includes and challenges all pupils equally and effectively. For example, in a literacy lesson in the Reception and Year 1 and 2 class, various levels of writing activities included younger children making letter shapes out of 'splaydough', lower-attaining Year 1 and Year 2 pupils using supportive partially completed sentence 'frameworks' and discussing and sharing ideas with the teacher or teaching assistant, and higher-attaining Year 1 and Year 2 pupils writing their own poems about creatures who live in the sea. All pupils in this class were learning well and inspection now shows that a few are on course to attain higher than average standards by the end of Year 2.
13. The teachers assess the pupils' work and progress most effectively. They know their pupils very well and are therefore most proficient in making the lessons interesting for the pupils. As a consequence, learning is successful. Improved assessments, that include a more rigorous and critical analysis of the pupils' performance in national tests and other standardised tests set by the school are enabling the teachers to raise the pupils' expectations of what they can and should attain. They are encouraged to aim for specific targets and this is increasing standards in literacy and numeracy. A key issue of the last inspection, namely to challenge potentially higher-attaining pupils more effectively, has been rectified well. All pupils are now benefiting from the teachers' improving knowledge of their needs, none more so than pupils with special educational needs who receive additional and very well targeted support through well-considered individual educational

plans. As a consequence, an increasing number of these pupils are making good progress. The provision for pupils with special educational needs is a strength of the school.

14. The headteacher works supportively with colleagues and promotes successful teaching. He leads by example using his very good teaching skills particularly successfully to raise the pupils' aspirations. He enthusiastically shares his expertise and involves colleagues productively in the task of monitoring, evaluating and supporting ongoing improvement through classroom observation. These forms of professional development have established higher expectations for pupils' attainment, especially in literacy and numeracy. They are now shared and promoted by the whole school and are promoting higher standards in all classes.
15. Teachers value pupils and their responses, they promote warm relationships and often make learning interesting. As a consequence, the pupils are willing learners who respond enthusiastically. This was clearly evident, for example, by the pupils' excitement in a science lesson in the Years 5 and 6 class, especially when the teacher set up the electronic microscope and displayed the magnified images of cress seeds so that the pupils could see the tiniest detail. Such experiences extend the pupils' understanding substantially. In numeracy lessons in all classes, the teachers are diligent in encouraging pupils to explain their thinking and to give reasons for the strategies that they adopt. As in a lesson in Year 3 and 4, for example, where the pupils learned how to solve problems by organising and interpreting data in frequency tables, again with most performing at above average standards for pupils of this age.
16. Children are encouraged to join in during discussions from an early age. The teachers place a strong and purposeful emphasis on promoting specific language and this enriches the pupils' vocabulary, their learning and skills; in physical education lessons, for example, when devising, mirroring and sequencing movements effectively. Very occasionally, introductions to lessons are too long and a few pupils, often the lower attainers lose interest, begin to fidget and the quality of their learning slips. Learning in lessons is rarely less than good overall, however, for pupils are expected to learn and the teachers and their skilled teaching assistants ensure that that they do so happily and successfully.

All adults working in the school provide very good role models and value the pupils and their responses. Together with the school's commitment to Christian principles, they create a warm ethos that promotes the pupils' very good relationships, behaviour and personal enthusiasm for learning.

17. A strong Christian ethos of caring underpins the school's aims and values and is supported beneficially by the staff's efforts to nurture the notion of mutual respect and appreciation of each other's worth with the pupils. These help to ensure the pupils' consistently very good relationships and behaviour in all classes and promote the pupils' confidence and self-esteem. In turn, these support the pupils' enjoyable and successful learning. In recent years, the school has widened its ability to support pupils from a range of backgrounds and prior attainments. It is a fully inclusive school and all adults are careful to involve and question all pupils and to place equal value on the pupils' varying contributions. This raises the pupils' self-confidence and feeling of worth and has a positive effect on their independence in learning. The improved performance of potentially higher-attaining pupils, a key issue of the last inspection, and of the pupils' higher attainment in science, are examples of the benefits this brings to pupils' learning.
18. Visitors to the school, such as visiting artists, soon sense the warm relationships and the shared enjoyment of working together shown by staff and pupils. These undoubtedly enrich the creativity of their collective endeavour, as shown, for example, in the colourful displays and large three-dimensional models hanging in the cloakroom areas. Observations of teaching and learning in all classrooms give further evidence of warm relationships and confident smiling faces that promote good learning. For example, in a literacy lesson in the Reception and Year 1 and 2 class, the pupils responded with spontaneous applause as a younger child wrote the letter 'W' for the first time on the whiteboard. Also in an art and design lesson in Years 5 and 6, the pupils' learning was enriched by their obvious excitement when studying pictures of carnivals around the world to

develop their model-making ideas. Their interest being raised by the prospect of their finished models being judged by the chair of governors!

19. Observations of whole-school assemblies that include moving acts of collective worship clearly illustrate the strength of the teachers' promotion of the pupils' spiritual, social, moral and cultural development that supports the pupils' attitudes so successfully. The headteacher strongly emphasises the principle of working and learning together as respected members of the school community and also encourages the pupils' awareness and responsibility towards others. This was wonderfully illustrated at the end of the whole-school assembly when the pupils and staff pass on their thoughts about God's love, seen in the candle's light, to groups in need as they extinguish the candle. This spirit of feeling valued and belonging increases the pupils' commitment to the school and supports the improved and good quality teaching and learning across the school.
20. The pupils feel secure and move around the school confidently and relate warmly and politely toward each other, to staff and to visitors to the school. Pupils readily step back to allow others first access or move quickly to open and hold doors for adults to proceed. In doing this the pupils show a natural tendency of concern. When interviewed they speak confidently and with sincerity about the much improved attitudes and behaviour of fellow pupils this year compared with less happy times in the past. This is clear evidence of improved relationships enriching the pupils' learning.
21. The pupils willingly reflect this consistent support, evident in school and in their caring home backgrounds, and adhere to the routines and rules that are displayed in all classrooms. The school is a strong inclusive community and their needs are addressed well. Observations of classroom activity show that the teachers manage the pupils' behaviour with warmth and rigour and this helps to sustain effective learning. This was seen to good effect in a literacy lesson in Years 3 and 4 when the teacher kept all the pupils 'on their toes' with focused questions and warm praise during a 'brainstorm' discussion illustrated by reference to poems about wizards and lions.
22. All the pupils are increasingly involved in setting personal targets and in seeking ways to improve the quality of their work and learning. Older pupils often take responsibility for younger pupils, for example, in their family groups where pupils of differing ages gather together for mutual support at lunch times. The pupils take responsibility seriously and sense the value placed on their contributions by listening and appreciative adults. These forms of responsibility and consultation promote the pupils' very good attitudes to school, stimulate their independence and their thinking skills and have a beneficial impact on their learning. Such opportunities are appreciated by parents and pupils alike and contribute greatly to the community spirit evident in the school.

WHAT COULD BE IMPROVED

The school's use of the new ICT (information and communication technology) suite and class-based ICT equipment in order to develop the pupils' skills and to enrich their learning across the curriculum.

23. The school has updated the curriculum for ICT and it now meets the statutory requirement, but too few opportunities are provided for the pupils to use these skills more fully in supporting their learning across the curriculum. Observations of lessons produced few examples of pupils using class-based computers to best effect. This was particularly the case during the literacy and numeracy lessons where opportunities to use computers to study text, to use vocabulary aids, such as the thesaurus or to write creatively in a variety of formats were not employed to extend the pupils' learning. The scrutiny of work in English and mathematics revealed good examples of the pupils' presentation of their anthologies of poems being enriched by using ICT, but there were few examples of ICT being used to extend other skills, such as handling data. This is limiting the pupils' achievement.
24. The school has done well to create a new ICT suite, but the full benefit of this facility, in terms of the impact on pupils' ICT skills, is yet to be realised. All the pupils have at least two sessions in the ICT suite each week and observations of pupils in Year 1 working in the ICT suite with a

teaching assistant showed that these are beneficial experiences that are bringing rapid gains in their skills and understanding. During this session the pupils were using an art software package to draw Christmas pictures. Most pupils demonstrated appropriate skills in using the mouse, keyboard and toolbar to access and use information technology. The teaching assistant showed good knowledge and skill, especially during a plenary discussion at the end of the lesson when learning intentions were reviewed productively. Most of the pupils achieved these intentions and gained a good appreciation of the opportunities offered by ICT.

25. All staff have completed various levels of training to extend their skills and most continue to do so to improve their ability to teach and use ICT effectively. Many of the displays of pupils' work in classrooms show that teachers and assistants are using ICT beneficially in their preparation, for example, to enlarge labels and to create posters. This is helping to enhance and celebrate the pupils' work and to improve the value of display in support of the pupils' learning. The school's significant financial commitment in establishing an ICT suite has left the classrooms with insufficient computers for the pupils to use their developing skills to the full in supporting their work in other subjects across the curriculum. In addition, current provision does not promote the pupils' independent use of ICT to develop their research skills fully.
26. On the few occasions when ICT was seen being used to support the pupils' studies, including a science lesson in Years 5 and 6, learning was greatly enhanced. Here the teacher used an electronic microscope attached to a laptop computer and displayed the magnified images of cress seeds so that the pupils could observe the characteristics and features of these seeds. The dramatic and positive impact of this experience on the pupils' learning was a clear example of the potential offered by ICT. Undoubtedly, aided by the new ICT suite teachers are increasing these experiences, but full consideration has not yet been given to how to use the pupils' improving skills in support of their learning across the curriculum. This is necessary if this potential is to be realised.

The school's procedures to support the pupils' health and welfare and to establish efficient control of the finance and resources made available to the school, as they are reliant upon informal structures and lack the regular checks needed to secure consistently effective provision.

27. All the staff are diligent in promoting the health and welfare of the pupils and interact constructively throughout the day in a pastoral way to support the pupils. All the pupils know that they can seek caring assistance and feel secure in the knowledge that the staff are responsive and are aware of their needs. An improved and developing team approach to the leadership and management of the school is strengthening this work by establishing agreed expectations and provision. However, not all of these are sufficiently supported by regularly recorded checks or by consistently implemented procedures. For example, not all the teachers follow the same strategies for keeping parents fully informed and this leads to misperceptions that can restrict the effectiveness of the pupils' learning, for example, regarding the taught curriculum and expectations and details concerning homework.
28. The school is well served by a capable administrative assistant, but hers is a part-time position and routines and monitoring records completed with care during morning sessions are not always continued during afternoon sessions and this could lead to ineffective provision. For example, numbers of pupils' in attendance are not adjusted through the day to keep a full check on how many pupils are present.
29. The chair of governors is committed to improving the effectiveness of the governing body and, together with the headteacher, ensures that they are kept informed. Governors are increasingly more purposefully organised in separate committees, but several governors are very new and do not have sufficiently clear terms of reference to operate these committees to best effect. The recent internal audit completed by the local education authority identified this weakness in relation to the school's control of finances and recommended several areas for improvement. The headteacher and governors have good expertise and are now addressing these issues to ensure that governors and staff are fully aware of finance and health and welfare checks. There is a need

to ensure that records are kept up to date so that the quality of provision, including the resources provided for learning, can be monitored and sustained effectively.

30. The inspectors also made a few confidential recommendations to the governors to support these improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In the context of the school's many strengths and in order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors, headteacher and staff should:

- 1) ***Raise the attainment of pupils in ICT and use and develop these skills to enrich their learning in the other subjects across the curriculum, by: (paras 23-26)**
 - providing more opportunities and resources for the pupils to work with computers, in the new ICT suite and in classrooms;
 - specifically planning the regular use of ICT to strengthen and enrich the teaching and learning in the range of subjects across the curriculum and in all classes across the school.
- 2) **Ensure that the supportive day-to-day pastoral work of the staff, and the monitoring role of the governors, are backed up by the necessary formalised structures of management review and by the completion of appropriately recorded checks. (paras 27-30)**

*Issues already identified for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
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	0	4	8	1	0	0	0
Percentage	0	31	61	8	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 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)	N/A	62
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	17

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	2
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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)

Data is excluded because there were only ten pupils in the year group tested.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	92 (63)	92 (50)	100 (63)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	92 (63)	92 (63)	100 (63)
	National	73 (72)	74 (74)	82 (82)

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

Figures are omitted because there were fewer than eleven boys or eleven girls tested in this year group.

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	57	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	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	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	17.22
Average class size	20.6

Education support staff: YR-Y6

Total number of education support staff	2
Total aggregate hours worked per week	47

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	204,914
Total expenditure	207,666
Expenditure per pupil	2,806
Balance brought forward from previous year	7,748
Balance carried forward to next year	4,996

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

62

Number of questionnaires returned

27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	56	4	0	0
My child is making good progress in school.	37	59	4	0	0
Behaviour in the school is good.	32	68	0	0	0
My child gets the right amount of work to do at home.	19	70	11	0	0
The teaching is good.	37	63	0	0	0
I am kept well informed about how my child is getting on.	26	56	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	4	0	4
The school expects my child to work hard and achieve his or her best.	41	59	0	0	0
The school works closely with parents.	19	62	12	4	4
The school is well led and managed.	26	67	7	0	0
The school is helping my child become mature and responsible.	37	63	0	0	0
The school provides an interesting range of activities outside lessons.	7	63	19	4	7

Other issues raised by parents

Most parents welcome the improving quality of education provided by the school. Several would like more regular updates of information, for example, 'home-school agreements and curriculum information', so that they can support the school more effectively.