

INSPECTION REPORT

BENTLEY C of E PRIMARY SCHOOL

LEA area: Bentley, Surrey

Unique reference number: 116279

Headteacher: Mr Philip Callaway

Reporting inspector: David Westall
2414

Dates of inspection: 4 – 5 November 2002

Inspection number: 247635

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled Church of England
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	School Lane Bentley Farnham Surrey
Postcode:	GU10 5JP
Telephone number:	01420 23273
Fax number:	n/a
Appropriate authority:	The governing body
Name of chair of governors:	Captain Andrew Thomson CBE
Date of previous inspection:	1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2414	David Westall	Registered inspector
1333	Elizabeth Forster	Lay inspector
3856	Sandy Wellsted	Team inspector

The inspection contractor was:

OASIS
Waterstone Cottages
Naunton
Nr Cheltenham
Gloucestershire
GL54 3AS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 213 pupils on roll, aged from four to 11 years. The percentage of pupils known to be eligible for free school meals is well below the national average, and the percentage identified as having special educational needs is also well below the national average. One pupil has a statement of special educational needs. Two pupils speak English as an additional language but none are at an early stage of English language acquisition. On entry to reception there is a broad spread in pupils' standards but, overall, they are above average.

HOW GOOD THE SCHOOL IS

This is a very good school which benefits from effective leadership and management, and from a committed, able staff. The quality of teaching is a key strength and enables pupils to achieve high standards. Very good provision is made for pupils' personal development, and this is reflected in their attitudes and behaviour. The school is justifiably held in high regard by parents and provides very good value for money.

What the school does well

- Pupils achieve high standards in English and mathematics as a result of effective teaching.
- The school is very well led and managed.
- Pupils' attitudes and behaviour are very good, and relationships are excellent.
- Pupils benefit from a rich range of learning opportunities, across the school.
- Provision for the spiritual, moral, social and cultural development of pupils is very good.
- The school makes very good provision for pupils with special educational needs.
- There is a very strong partnership between the school and parents, and parents hold the school in high regard.
- The school is a caring community where the welfare of pupils is given a high priority.

What could be improved

- The school improvement plan requires more detailed costings for some initiatives and needs to be extended beyond the current educational year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since the last inspection. While 17 per cent of all lessons demonstrated unsatisfactory teaching when the school was last inspected, no unsatisfactory teaching was observed in the current inspection. Indeed, all lessons seen were good or very good. Standards are considerably higher now in science and information and communication technology (ICT); and effective procedures are currently used to assess pupils' progress and standards. Schemes of work have been introduced to promote continuity in pupils' learning; and the school's management strategies are now more coherent and systematic.

STANDARDS

The table shows the standards achieved by 11 year olds 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*	A
Mathematics	A*	A*	A*	A
science	A*	A	A*	A*

Key	
in the highest 5 per cent nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that Year 6 pupils achieved results in English, mathematics and science, in 2002, which were in the highest 5 per cent nationally and compared very favourably with the average results of similar schools. Similarly high standards were achieved in earlier years.

Inspection findings reflect these results and show that standards are high in English and mathematics in Year 6. In English, most Year 6 pupils have well advanced reading and writing skills and are very articulate. In mathematics, the majority have very good mental calculation skills and achieve very well in number, space, shape and measure, as well as when handling data and using and applying their mathematical skills. Work displayed around the school shows pupils also achieve well in subjects other than English, mathematics and science, and impressive examples are evident, particularly in art and design, ICT, history and geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They are keen to learn and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is very good, throughout the school day.
Personal development and relationships	Relationships between pupils and between pupils and adults are excellent. Pupils work together amicably on shared tasks and respect each other's opinions. They are very aware of the needs of others and this is reflected in their caring behaviour.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3-6
Lessons seen overall	Good	Good	Very good

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

The quality of teaching is good in the younger classes and enables pupils to make good progress in their learning. In Years 3 to 6, the teaching is very good and results in pupils making very good progress.

Teachers have secure subject knowledge and make effective use of the national strategies for the development of pupils' literacy and numeracy skills. They plan their lessons very carefully and manage their classes skilfully. No time is wasted in English and mathematics lessons, and pupils are often working at the edge of their capabilities, especially in Years 3 to 6, where teachers' expectations are particularly high. Teachers make good use of questions to probe pupils' understanding, and are well informed about the needs of individuals in their classes. The quality of relationships between teachers and pupils has a beneficial impact on pupils' learning. Pupils clearly respect and like their teachers, and are motivated to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and breadth of the curriculum are a strength. The key skills of literacy and numeracy are given ample attention and the school provides a rich range of well planned learning opportunities to promote pupils' academic and personal development.
Provision for pupils with special educational needs	The school provides very well for these pupils.
Provision for pupils with English as an additional language	Good.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school is a caring community, and pupils' welfare is a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with a clear sense of direction, and his strong commitment, energy and clear thinking contribute very significantly to its success. He motivates the staff very well, fostering teamwork and a positive climate for school improvement. The deputy headteacher fulfils her role well, and the co-ordinators for English and mathematics are leading and managing their subjects effectively. The school improvement plan is a valuable management tool which is having a beneficial effect on the school's achievements. However, some action plans need to be costed, and there is insufficient planning for work beyond the current educational year.
How well the governors fulfil their responsibilities	The school benefits from a highly committed governing body which makes a valuable contribution to the leadership and management of the school. The governors with responsibility for literacy, numeracy, ICT and special educational needs are all well informed, and the chair of governors knows the school well. Overall, governors fulfil their responsibilities very well, and ensure that statutory requirements are fully met.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully, and examples of pupils' work, from across the school, are scrutinised to judge strengths and weaknesses in pupils' performance. The headteacher observes and evaluates the quality of teaching and provides valuable feedback to staff which benefits their professional development. Governors regularly visit the school to observe it in operation, write informed reports, and have a good awareness of its performance.
The strategic use of resources	Overall, the school makes very good use of available resources, and the principles of best value are applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents believe that:</p> <ul style="list-style-type: none"> • the teaching is good and children make good progress; • staff are approachable and the school works closely with them; • the school has high expectations for work and behaviour; • the school is well led and managed; • the quality and quantity of homework are appropriate; • there is a good range of extra-curricular activities. 	<p>There were no aspects of the school which significant numbers of parents thought needed improving.</p>

Inspection findings fully support parents' positive views about the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English and mathematics as a result of effective teaching.

(a) English

1. Pupils have attained high standards in the national tests for 11 year olds in successive years since 1998. In 2002, the school's results not only placed it in the top five per cent of schools nationally, but were also very high in comparison with the average results of similar schools. All pupils achieved the standard expected of pupils aged 11, and well over half did even better. Inspection findings reflect these very high standards. The school builds well on children's pre-school experiences of language. Pupils make good progress in the reception class and in Years 1 and 2 where good teaching ensures that they are given a secure foundation in the early stages of reading and writing. In Years 3, 4, 5 and 6, teaching is very effective indeed and pupils make very good progress in all aspects of English.
2. The speaking and listening skills of children entering the reception class are already a little above average. From a very young age, almost all children are familiar with, and use, spoken Standard English, and they are accustomed to engaging in discussion with adults as well as with other children. They listen with interest to what their teachers and other pupils have to say, and they have good powers of concentration. Pupils in Years 1 and 2 are already able to follow the thread of challenging discussions during the first part of literacy lessons and, for their age, have a well developed general vocabulary. In Year 3, such is their engagement with their teacher that pupils appear to follow his every word. By the time they reach Year 6, pupils' ability to sustain concentration is well above average: it is evident not only in their capacity to listen and respond during lengthy discussions, but also in the coherence of their written work. It is quite clear, by this stage, that most pupils are able to hold and develop ideas in their heads as they write and to concentrate, simultaneously, on the very many skills needed to produce high quality writing.
3. In all year groups, pupils are taught to appreciate the need for precision and impact in their own use of words and to learn the technical terms so essential for clarity when discussing their learning, not only in English, but also in other subjects. In the older classes, especially, teachers' own knowledge and understanding of language are very good indeed. The lessons they plan introduce pupils to challenging, well written texts. When discussing texts, the questions they ask probe pupils' understanding of the very essence of a writer's craft. Rather than discussing simply the superficial features of texts and techniques, these teachers are constantly challenging pupils to think **why** an author has chosen to use language in a particular way and to explain what they can understand of the author's feelings and intentions in what he or she has written. For example, in Year 6, pupils consider why, in her autobiography 'Coming to England', Floella Benjamin seems pre-occupied by the English climate. The pupils realise that this author's frequent references to the changing weather reflect important changes in her feelings as she adapts to an entirely different way of life in her new country. Having searched for evidence in the text to confirm their views, pupils are well prepared to write in a similar vein: they are able to adopt not only Floella's style, but also her 'voice'. When they read, whether in class or in their personal reading, older pupils generally understand far more than simply what the words say; rather, they have an informed understanding of different genres. They read fluently,

accurately and expressively, skills many of them have honed when competing for the school's prestigious 'Reading prize'. With only a few exceptions, they understand what is inferred as much as what is stated explicitly, and their vocabulary is so extensive that meaning rarely puzzles them. Like most children of their age, pupils have their own reading preferences, and these are not always sophisticated. However, they also read widely, counting newspapers, journals, magazines and multi-media resources amongst their chosen sources.

4. When they write, in all subjects and for all purposes within the curriculum, pupils' work is informed by what they have read and by what their teachers have helped them to 'see' in the many texts they have studied. By the age of 11, they are at ease reading and writing scientific reports, historical accounts in journalistic style, and continuations of scenes from 'The Wind in the Willows' in the style and language of Kenneth Grahame. By this time too, such is their interest in language for its own sake that they enjoy experimenting with new found skills. For example, wonderful examples are to be found of complex sentences drafted by pupils in Grahame's style: perfectly balanced, entirely coherent, with judiciously chosen detail, and perfectly punctuated.
5. By the age of 11, then, most pupils achieve a better than average level of technical competence in their written work. Interested in the thoughts and ideas they wish to communicate through their writing, they do not forget the importance of sentence structure, punctuation, grammar, spelling, handwriting and presentation. Most pupils have neat, well formed handwriting and can also write quickly and fluently. Work is set out neatly, in paragraphs when relevant, or perhaps in note-form, with labels and captions, when such a style is relevant to its purpose. The standard of spelling is very high overall and, for those few pupils in the school with difficulties in this aspect of their work, special provision is made in the form of a very well taught 'Tracks' programme.
6. The teaching of English has very many strengths, some of which have already been indicated. Teachers' skills in planning and in the organisation and management of lessons should also be recognised. Resources are prepared well and lessons are conducted confidently. Support staff are well briefed, and their intervention well judged. Most teachers assess pupils' responses quickly and are able to build spontaneously on pupils' ideas to extend their understanding, or rapidly address any misconceptions that arise. Most significant of all, however, are the very good relationships that exist between teachers and taught. Teachers value all pupils equally and respond to each pupil as an individual. They include pupils of all abilities and all temperaments whenever possible in discussions, and they encourage all pupils to share their work with others in order to demonstrate and share success. In their turn, pupils feel valued and, as a result, they like and respect their teachers. They know that, if they have problems, their teachers will do their best to help, and they appreciate the fact that work is planned at different levels so that they are given appropriate challenges. In Years 3, 4, 5 and 6 in particular, the high expectations teachers have of their pupils are reflected in the high expectations pupils set for themselves and, subsequently, in the high standards attained.

(b) Mathematics

7. The school has achieved results in the statutory tests in Years 2 and 6 which have been consistently high over an extended period. In Year 2, the results were well above national average in mathematics and were also well above the average results of similar schools. In Year 6, the 2002 results were in the highest five per cent nationally and were also very high in relation to the average results of similar schools,

maintaining the pattern of exceptionally high achievement in Year 6 since 1998. All pupils reached the expected level in Year 6 in 2002, and over half of all pupils exceeded this level.

8. Inspection findings reflect these results and show that pupils are achieving well in the younger half of the school and very well in Years 3 to 6. As a consequence, standards are well above average, overall, and are high in Year 6. In the reception class, children benefit from a rich range of learning experiences to develop their mathematical understanding, and are well prepared for their work in Year 1. They progress well when learning to say and use number names and most can recognise numbers to at least nine. Reception children know the names of some common two-dimensional shapes, and make good progress when using simple balances to discover the relative weights of different objects. In Year 1, most pupils can add together two single digit numbers accurately, and can find ways of using different coins to make up sums below 10p. In a lesson observed during the inspection, nearly all Year 1 pupils could order numbers up to 20, and the more advanced learners could count forwards and backwards, in tens, from different two digit numbers. In Year 2, pupils are aware of the main characteristics of common two and three-dimensional shapes, can add together one and two digit numbers and most can double or halve single digit numbers quickly, using good mental calculation skills. The more advanced learners use sensible strategies to add together two two-digit numbers. For example, they explain that they are able to add 17 and 12 by adding ten to 17 to make 27, then adding another two.
9. In Year 3, pupils can use paper and pencil methods to add together two two-digit numbers accurately, and can convert digital time to analogue time. They make good progress when using standard measurement and can make sensible predictions about the length of objects which are less than 30cm. In a lesson observed during the inspection, very good teaching enabled Year 3 pupils to discuss the properties of three-dimensional shapes in relation to their faces, edges and vertices, and to establish a clear definition of a prism. In Year 4, the more advanced learners, under test conditions, demonstrate their secure understanding of place value when quickly adding, for example, 472 to 567 by deciding that $400 + 500 = 900$, adding 130 ($70 + 60$) then the nine units to make 1,039. In Year 5, pupils can accurately multiply three-digit numbers by single digit numbers, and can readily solve problems involving multiplication and division. The more advanced learners estimate, for example, that there would be about 36 teachers needed to teach 900 children in classes of 23 by deciding that $900 \div 25 = 36$; and can use paper and pencil methods efficiently to calculate the precise number. In Year 6, pupils can recognise the equivalence of percentages, fractions and decimals. For example, they quickly calculate that 14 per cent is equivalent to 0.14 and $7/50$. They have very good skills in numeracy, and use mathematical vocabulary confidently.
10. The quality of teaching is good in the younger half of the school and is very good in Years 3 to 6. All teachers have secure subject knowledge, and some are particularly well informed. Teachers' planning is very good, and individual lessons form part of coherent sequences which develop pupils' skills and understanding in key aspects of the subject. The learning intentions of lessons are clearly identified in the planning and teachers ensure that their classes are made fully aware, at the beginning of lessons, of what they are expected to learn. Very good use is made of the time at the end of the lessons for pupils to discuss what they have learned, and for teachers to check pupils' understanding and skills. All lessons begin at a good pace with teachers asking well judged questions to develop pupils' mental calculation skills. All teachers introduce and reinforce mathematical vocabulary well and use effective questioning

skills to probe pupils' understanding. Pupils like their teachers and try very hard to meet the expectations which are set for them. As a consequence, they listen very carefully to their teachers, and concentrate on their tasks. No time is wasted in mathematics lessons, and the pupils are often working at the edge of their current capabilities, especially in Years 3 to 6, where teachers' expectations are particularly high. The enthusiasm and commitment of teachers are very evident in lessons and results in pupils' positive attitudes to mathematics. Overall, the teaching of mathematics is a key strength of the school.

The school is very well led and managed.

11. The headteacher provides the school with a clear sense of direction, and his strong commitment, energy and clear thinking contribute very significantly to its success. He motivates the staff very well, fostering teamwork and a shared commitment to school improvement. His role in the development of effective teaching and learning in the school is highly evident, and he regularly works alongside teachers in classrooms. In addition to communicating his high aspirations for pupils' academic achievements, he helps to create a climate in the school where all are valued, where pupils' personal development is a priority, and where the quality of life is good. The headteacher's relationship with parents is very good, and they hold him in high regard. Indeed, virtually all of those who completed questionnaires said they felt the school was well led and managed and, at the pre-inspection meeting, parents valued his approachability, caring attitude and knowledge about their children. The headteacher monitors pupils' progress carefully through the analysis of test results, and works alongside subject co-ordinators to scrutinise examples of pupils' completed work. In addition, he observes lessons and provides teachers with useful feedback which benefits their professional development. His recognition and celebration of teachers' achievements, and the support he provides for the development of their professional skills and expertise, ensure that teachers feel they are an integral part of a dynamic and positive learning environment. As a result, staff morale and expectations are high, and all are made aware of their valuable contribution to the life of the school. The deputy headteacher fulfils her role well, and the co-ordinators for English and mathematics are leading and managing their subjects effectively.

12. The governing body also makes an important and valuable contribution to the leadership and management of the school. Governors are highly committed and visit the school frequently to observe it in operation. They have a good awareness of the results of statutory testing, and there are individual governors who take a special interest in pupils' achievements in each subject of the curriculum. The governors with particular responsibility for literacy, numeracy, ICT and special educational needs are all particularly well informed. The literacy governor, for example, regularly meets with the English co-ordinator, has observed lessons across the school and has examined examples of pupils' completed work. In addition, with the co-ordinator, she has met pupils from all year groups to discover their attitudes to the targets they are set in writing. The governor has subsequently produced a full and informative report on these discussions which is helping to inform the school's future work on target-setting. The chair of governors is a very regular visitor to the school, is highly committed and effective. Overall, governors have a good awareness of the school's work and help to shape its future direction.

Pupils' attitudes and behaviour are very good, and relationships are excellent.

13. Pupils of all ages and abilities come willingly to school, and those pupils about to transfer to secondary school from Year 6 express their regrets at having to leave the school where they have been so happy and learned so much. When questioned about their thoughts and experiences of school, a group of older pupils had nothing but praise and admiration for the staff who have worked with them over the years, and respect for the ethos of the school as a whole. They perceive the school to be a place where everything is governed by a sense of fairness and where each individual is valued and is given appropriate opportunities to develop their strengths and to overcome weaknesses in learning. They appreciate the hard work done by staff to help them learn. Perhaps even more, they are touched by the fact that, in spite of their already heavy workload, teachers do so much more to enrich their lives by running many clubs and extra-curricular activities, organising visits and visitors, producing plays and accompanying them on residential visits.
14. Relationships are excellent throughout the school. Pupils' trust in, and respect for, the adults who work with them is demonstrated in their own very positive attitudes to work. Pupils of all abilities work hard in lessons, enjoy learning for its own sake, do their very best to meet their teachers' high expectations and set themselves very high standards. Homework assignments are completed conscientiously, and any work produced in a 'final format' is presented as neatly as lies within each pupil's capabilities. Pupils take pride in all their achievements. For example, pupils involved in a particular spelling programme recognise how much it is helping them and are proud of the progress they are making. Pupils of all abilities have a realistic view of their own capabilities which extends to areas of life far beyond the academic. With very rare exceptions, they seem able to appraise their own strengths and weaknesses and to appreciate others' strengths - whether academic, social, sporting, musical or 'moral'. Indeed, pupils' respect for their peers is rooted in an understanding of individual differences. They have learned, through 'Circle Time' procedures, to admit to their own faults first and to extend the hand of friendship to others; they transfer these principles to their own conduct far beyond Circle Time activities, and they demonstrate friendly, caring attitudes towards others whether in class, at play or when involved in any of the extra-curricular or recreational activities provided.
15. Influenced in part by the values they bring with them from home and in part by the spiritual, moral and social principles upheld in the school, pupils behave very well at all times. They move around the school in a very orderly way, are polite and courteous and, without prompting, hold open doors, stand aside to let others pass, or ask if they can help in any way. In assemblies, they respond sensitively to the spiritual, social or moral teaching implicit in the chosen themes. They respect the few school rules set down for their guidance, finding them helpful rather than oppressive, and they rejoice in the fact that, unlike many others, their school has not seen a need to introduce detentions. There is no evidence of bullying, and even teasing, say pupils, is dealt with effectively when they feel a responsibility to own up to such misdemeanours during Circle Time.
16. The very strong moral principles embraced by pupils also influence their sense of responsibility. They can be trusted to work quietly and sensibly while their teachers are engaged with another group, and they can be relied upon to do their best. They enjoy taking responsibility for routine classroom duties and, as they get older, for jobs within the wider school. They value the fairness with which some positions are allocated - for example those of prefects and members of the School Council - and

the regard they therefore have for such roles means that they take their responsibilities seriously.

17. It is very clear, from comments made, that pupils value their friends and prize the social interaction that comes with friendship. Older pupils particularly enjoy residential visits where they socialise in a different environment and learn to appreciate the wider interests and talents of their peers. They also welcome the opportunities such occasions bring for getting to know their teachers better. They know, they say, that there is always someone in the school they can turn to, should they need help. In their turn, they see themselves as in a position to help others less fortunate than themselves, and they act accordingly. For example, they contribute generously through the 'Love in a Box' scheme to help children in Eastern Europe, and they are very active in their support of charities such as 'Children in Need' and 'Jeans for Genes'. Equally, pupils show respect for cultures and beliefs other than their own. For example, they are genuinely interested by what they hear, see and learn when they visit a Hindu temple and a mosque, and their subsequent work, in writing and in art, reflects their thoughtful and appreciative attitude to such 'new' experiences.

Pupils benefit from a rich range of learning opportunities, across the school.

18. Earlier in this report, the school's effective provision for the development of pupils' basic skills has been identified, including through the implementation of the National Strategies for Literacy and Numeracy. Science is also catered for well, and this is confirmed by the school's results in the subject, over an extended period. Indeed, in 2002, the science results were in the highest five per cent nationally and were also very high in relation to the average results of similar schools. While the core subjects of English, mathematics and science are given rigorous attention, learning in other subjects is also given a high priority. Teachers' planning and pupils' completed work provide ample evidence that pupils benefit from carefully considered opportunities to develop their skills, knowledge and understanding across the range of National Curriculum subjects and in religious education. Work currently displayed in the school is particularly impressive in relation to pupils' achievements in art and design, ICT, history and geography. The standards achieved in art and design are outstanding. In addition to providing well for the statutory curriculum, the school enriches pupils' learning through its very good provision for their personal development, and through a wealth of additional, worthwhile experiences. For example, pupils benefit from many visitors to the school, including theatre groups, musicians and those who focus on historical or scientific themes. In addition, the range of educational visits is extensive, and all pupils in Years 3 to 6 benefit from opportunities for residential visits. There are a multitude of school clubs, and the school is a lively, thriving environment from well before the beginning of the school day until late in the afternoon. This is a school which cares passionately about the need to provide a wide variety of rich learning experiences for its children. The energy, interest and commitment of the headteacher and staff ensure it succeeds very well in ensuring this is provided.

Provision for the spiritual, moral, social and cultural development of pupils is very good.

19. The school makes very good provision for pupils' personal development.
20. The provision for pupils' spiritual development is very good. Through its aims, policies and practice, the school seeks to encourage pupils to be in touch with their own feelings and to use self-knowledge as a guide to inform their relationships with others. The very good relationships that exist at all levels in the school underpin all aspects of

pupils' personal development, but have a particularly strong influence on their spiritual development and their ability to look beyond their own immediate needs and interests. Particularly as they get older, pupils are taught to reflect on the deeper meanings of life, for example, when they encounter human dilemmas embedded in literature or consider the courageous acts of heroes in stories from the Bible and in myths and legends. In history, they learn about the noble deeds of seemingly ordinary people, for example, in times of war and, in assemblies, they reflect on themes such as remembrance and sacrifice. In music lessons, pupils are taught to be aware of stillness as well as of sound, while periods of stillness and silence during assemblies are used as opportunities to reflect on spiritual and moral themes. The school has strong links with the local St Mary's church whose rector is a regular visitor, often leading assemblies or lending his support to other ventures. Christian principles underpin all the school's work and exert a powerful influence on its ethos. In this sense, the school has a very special relationship with Christianity. Nevertheless, through their study of other faiths and cultures, pupils are also taught to appreciate the special nature of all religions to their respective followers.

21. Provision for pupils' moral and social development is also very good. Pupils' understanding of right and wrong is fostered in many ways, but is rooted in the positive attitudes towards self and others that the school promotes. Circle Time and assemblies are used to particularly good effect to raise pupils' awareness of their own behaviour and the impact of their actions on others. A positive behaviour policy is underpinned by a very few but highly appropriate 'golden rules' which serve to remind pupils of the school's aspirations in terms of their conduct. However, evidence from the inspection strongly suggests that it is adult role-models that most influence pupils in regard to their very good behaviour and positive social attitudes: the respect accorded to each individual pupil by all the staff with whom they work serves as a powerful example for their own behaviour and relationships. The very many activities for pupils to interact with others, whether during group work in lessons, team games, clubs or extra-curricular activities and residential visits, further reinforce pupils' social development and foster a sense of corporate as well as individual responsibility. Fund-raising activities for various local, national and international charities successfully develop pupils' sense of responsibility for those less fortunate than themselves. From their earliest days in school, pupils are taught to take responsibility for particular classroom duties and for aspects of their own learning. As they grow older, they are given more wide-ranging responsibilities, for example, as house-captains or prefects, while the School Council draws on pupils from every year group. Respect for the natural world is a recurring theme in much of the literature studied and in many activities in science and geography. Membership of a particular club - the 'Trailblazers'- complements such work and promotes an awareness amongst pupils of mankind's moral responsibility for care of the environment.
22. The school is very effective in promoting pupils' cultural development, including the raising of multicultural awareness. In addition to a very rich curriculum which brings pupils into contact with literature, art and music of very high quality and from a variety of cultures, the school provides a very wide range of sporting, musical and other extra-curricular clubs and activities, all of which have enthusiastic members or followers. Studies in various subjects are enhanced by well planned visits, for example, to theatres, art galleries and museums, and also by visitors who come into school to talk to pupils or work alongside them. Special 'theme' days give pupils unforgettable experiences as, for a day at a time, they 'become', in role and in costume, citizens of Rome, Ancient Egyptians or members of society in Victorian times. School drama productions involve all pupils in activities which promote both social and cultural development, while religious education lessons, history lessons

and assemblies remind pupils of their religious and cultural traditions and acquaint them with the beliefs and traditions of other major faiths and cultures. Through a private arrangement, some pupils in Years 5 and 6 enjoy the benefits of a French club, while many pupils take advantage of the opportunities provided to learn to play musical instruments.

The school makes very good provision for pupils with special educational needs.

23. Pupils with special educational needs are taught effectively and make very good progress. By the time they are 11, almost all pupils with special educational needs achieve at least the expected standards for their age in English, mathematics and science. Most importantly, teachers and support staff value these pupils, like all others, as individuals whose personalities and talents merit 'special' attention. The pupils know that staff are there to help them, and they view the support they are given very positively. For example, pupils in Year 6 speak with appreciation and pride about how they have been helped to overcome specific weaknesses in spelling through the 'Tracks' programme. They also value the fact that, in all subjects, and in all year groups as they have moved up through the school, teachers have done their best to ensure that the work they are given is suitably challenging for them but accessible, and different in kind, when necessary, to the work given to more able pupils.
24. Inspection findings confirm the views held by the pupils themselves: teachers and support staff know each pupil well and understand their individual needs as learners. In all years, teachers take great care to ensure that all pupils – including those with special educational needs – become involved in each stage of a lesson. The pupils are encouraged to demonstrate, and take pride in, their achievements, and also to ask teachers about those things they may not have understood immediately. In the best practice seen, in Years 3, 4, 5 and 6, teachers not only raise pupils' self-esteem by praising their successes, but are also skilled at directing questions and comments towards those individual pupils who will most benefit from practising a particular skill or having a concept confirmed. Support staff who work with pupils in lessons are well informed about what the pupils are intended to learn. They intervene skilfully to make sure that pupils understand the tasks they are given, but they also know when to hold back and allow the pupils to work things out for themselves.
25. Work undertaken by pupils with special educational needs outside mainstream classes is highly focused and is matched precisely to the targets defined in their individual education plans. For example, a number of pupils benefit from additional help with aspects of literacy and numeracy. These pupils are taught as individuals or within small groups by an able, trained special needs assistant whose intervention is having a marked impact on pupils' attainment and progress. Whenever this kind of support is planned, the school takes every care to make sure that pupils' entitlement to the whole curriculum is also protected.
26. It is clear, from all available evidence, that provision for pupils with special educational needs is well managed and effective. The special educational needs governor, the headteacher, the special needs co-ordinator, the teaching staff and support staff all fulfil their respective roles conscientiously and well. All work together closely, according to need, to serve the best interests of each pupil. Pupils' learning needs are identified early and addressed rigorously. Progress is monitored closely, and provision changed, as necessary, in the light of assessments and professional observations. The school is generously staffed, and teachers and support staff are deployed effectively. For example, in Year 1 and in Years 5 and 6, pupils with special educational needs benefit from working in small teaching groups for literacy and

mathematics. Designated funds are used wisely, and staff training in aspects of special needs work is relevant to their needs. The special needs governor visits the school regularly to monitor provision and is supportive of the school's efforts. Links with outside support agencies are constructive and helpful, and the school has a very positive rapport with the parents of pupils with special educational needs. These parents value the school's efforts on behalf of their children and willingly reinforce schoolwork by helping with assignments at home.

There is a very strong partnership between the school and parents, and parents hold the school in high regard.

27. The headteacher believes that all parents want the best education for their children and that they are happy to contribute to this when asked. His presence in the playground before and after school helps him to get to know the vast majority of parents well and build up a very high level of trust. Parents are impressed with the knowledge the headteacher has about their children; and the school has a very strong ethos of openness where all parents feel very comfortable asking any member of staff about anything that concerns them. Parents who are unable to come into school regularly know that the headteacher is available before school and are happy to telephone him then. Parents are well informed about the school's activities and achievements. They have a good variety of opportunities to learn more about what is taught and to see it put into practice in assemblies, school productions and open days. Annual reports are detailed and clear in their judgements about attainment and effort, and include targets for work at school and at home. This good practice further underlines the role parents are expected to play in supporting their children's learning.
28. For their part, parents have every confidence in the school and in the high standards achieved. They are very responsive to the expectations about helping their children at home; for example, they provided their own reports on how their children were coping with the 'flour babies' experiment to go alongside their children's accounts. They also share the strong sense of community fostered by the school and the vast majority are prepared to offer help to improve the school. Parents are consulted on their views about the school and a shared aspiration, such as extending the accommodation, becomes the focus for fund-raising activities by the extremely effective Parents' Association. Some parents are able to make a regular commitment to help in classes or to run extra-curricular activities; others help with swimming or accompany trips. Occasional weekend working parties to maintain the grounds and even clean the windows are well supported; parents feel that whatever contribution they can offer will be valued. This shared commitment to improve and support the school makes a very positive contribution to the richness of the curriculum, the quality of the accommodation and the attitudes of pupils to all aspects of school life.

The school is a caring community where the welfare of pupils is given a high priority.

29. The school provides very good pastoral care and academic support for its pupils because it is very well informed about their needs. There are very close links with parents leading to the sharing of information and concerns; and all adults in the school are briefed each year about child protection procedures and awareness. Nearly all parents inform the school on the same day if their child is unable to attend and the school will follow up any pupil unaccounted for, including those brought by bus. Good behaviour and positive values are strongly promoted by the school, leading to a community where relationships between pupils and with adults are excellent and incidents of poor behaviour or bullying are extremely rare. The buildings and grounds,

which have regular health and safety checks, are clean, tidy and well maintained and provide a safe and secure environment for the pupils.

WHAT COULD BE IMPROVED

The school improvement plan requires more detailed costings for some initiatives and needs to be extended beyond the current educational year.

30. The school improvement plan is well organised and provides a clear overview of the initiatives in the current educational year, together with action plans for each task. The action plans appropriately identify success criteria, who will be involved, how the task will be undertaken, timescales and evaluation procedures. However, the financial implications of some important initiatives are not included, and this is a weakness. It is clear that the improvement plan is having a beneficial impact on the school's achievements in the current year, but now needs to be extended to include longer term planning, in sensible outline.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve elements of strategic planning, the headteacher and governors should ensure that the costs of individual initiatives are identified in action plans, and should extend the current one year improvement plan with outline planning for at least another year.

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	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	7	0	0	0	0
Percentage	0	53	47	0	0	0	0

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

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	213
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0.0

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

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	13	13	13
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (97)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	12	12	12
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (93)	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	213	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	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	20.7
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	120.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

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.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	461,581
Total expenditure	452,329
Expenditure per pupil	2,144
Balance brought forward from previous year	27,482
Balance carried forward to next year	36,735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

220

Number of questionnaires returned

165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	5	0	0
My child is making good progress in school.	58	36	2	0	4
Behaviour in the school is good.	55	42	1	0	2
My child gets the right amount of work to do at home.	45	51	2	1	1
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	43	47	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	0	1
The school expects my child to work hard and achieve his or her best.	73	24	0	0	2
The school works closely with parents.	56	41	2	0	1
The school is well led and managed.	76	23	1	0	0
The school is helping my child become mature and responsible.	60	38	1	0	1
The school provides an interesting range of activities outside lessons.	70	19	4	0	6