

INSPECTION REPORT

FORTON PRIMARY SCHOOL

Forton, Preston

LEA area: Lancashire

Unique reference number: 119128

Headteacher: Mr P Jobbins

Reporting inspector: Mr Martin Newell
10638

Dates of inspection: 25th – 27th November 2002

Inspection number: 247970

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Lane
Forton
Preston
Lancashire

Postcode: PR3 0AS

Telephone number: 01524 791188

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Pedley

Date of previous inspection: December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Forton about 6 miles from Lancaster in Lancashire. The school is popular and oversubscribed with 113 pupils on roll, 52 boys and 61 girls. Most of the pupils live in close proximity to the school. There is very little pupil mobility, with few pupils entering or leaving the school at other than the usual times. All pupils are of white ethnic origin with no pupils speaking English as an additional language or at an early stage of acquiring English. The percentage of pupils known to be eligible for free school meals stands at 5% and this is below the national average. The percentage of pupils identified as having special educational needs and the percentage of pupils with a statement of special educational need is below the national average. Assessment data shows that attainment of children soon after they start school covers the full ability range and is at an average level overall.

HOW GOOD THE SCHOOL IS

This is a very good school with a significant number of strengths. The very good quality of teaching together with the excellent attitudes and behaviour of the pupils form an impressive combination, which make a significant contribution to the high standards that are achieved. The school provides a good range of learning opportunities both inside and out of the formal curriculum which bring another dimension to pupils' educational experiences. The welfare and well-being of pupils is given a high priority and parents are rightly proud of the school's desire to nurture children's personal development alongside their academic development. The school is very well led and managed and taking into account all factors, the school is providing very good value for money.

What the school does well

- Pupils attain very high standards in English, mathematics and science by the time that they leave school, they achieve well and make consistently good progress.
- Pupils have excellent attitudes to school and to learning. Behaviour is consistently of a very high standard. This is helped by the very good provision that the school makes for pupils' personal development.
- Teaching throughout the school is very good.
- The school provides a good curriculum and range of learning opportunities that add much to pupils' academic and personal development.
- Very good procedures are in place for ensuring pupils' welfare and well-being and for assessing and tracking pupils' academic progress as they move through the school.
- The school is very well led and managed by the headteacher, with the support of a very committed staff and a highly effective Governing Body.

What could be improved

- The good standards in writing to align them more closely with the higher standards achieved in reading.
- Target setting procedures, which although effective could be further refined.

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 made good improvement since the last inspection in 1997. Standards have remained at a high level and in some instances have improved. The very good quality of teaching that was identified at the last inspection has been maintained. Indeed many of the strengths of the school have continued and in a number of instances have been built on and improved still further. In terms of the specific areas that were identified at the last inspection as being in need of improvement, standards in religious education and information and communication technology, in particular, have improved. All pupils now receive full and equal access to all aspects of the curriculum. The previous inspection outlined the need for the school to improve the physical development of children under the age of five by improving access to suitable resources for outdoor play. The school is presently finalising plans to provide not only large play apparatus but also an enclosed area or outside play area where children will be able to enhance their physical development through a whole range of activities involving both large and small play apparatus and toys. Under the leadership of the headteacher and Governing Body and with the commitment of the staff, who all share the vision of improving the quality of education that the school provides, this is a school that is well placed to continue to develop and improve.

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	A	A	A*	A*	very high A*
mathematics	A	A*	A	A	well above average A
science	A	A	A*	A	above average B
					average C
					below average D
					well below average E

The above table shows that on the basis of the 2002 end of Year 6 National Curriculum test results, pupils' attainment, when compared to all schools nationally, in English and science is very high and well above average in mathematics. When compared to similar schools, attainment is very high in English and well above average in mathematics and science. The table clearly shows that attainment has consistently been at this level over time with the school often achieving results that are within the top 5% of schools nationally. The high levels of attainment are further recognised by the school gaining an achievement award from the government in 2001. Test results show that the percentage of pupils that exceed the level expected of 11-year-olds is often well above the national average. Inspection findings show that pupils are on track to maintain these high standards in English, mathematics and science, although, as found nationally, the pupils are achieving better results in reading than in writing. Improving standards in writing is an identified priority area in the School Development Plan. The school sets challenging targets in these subjects not only for the percentage of pupils expected to attain the level expected of 11-year-olds (Level 4) but also for the percentage of pupils expected to reach the next higher level (Level 5). The school's trend of improvement is similar to that found nationally. Pupils of all abilities achieve well because of the very good quality of teaching and the excellent attitudes to work and school that pupils have.

The results at the end of Year 2 in the 2002 National Curriculum tests in English, mathematics show that attainment is very high in mathematics, well above average in writing and above average in reading when compared to all schools nationally. On the basis of teacher assessments attainment in science is above average. When compared to similar schools attainment is well above average in mathematics, above average in writing and average in reading. The differences between subjects can be explained by the fact that a higher percentage of pupils than anticipated exceeded the level of expected of 7-year-olds. Over time attainment has been consistently well above average in reading, writing, and mathematics with the school at times achieving results in the top 5% of schools nationally. Inspection findings currently show that standards are well above expectations in reading and above expectations in writing, mathematics and science. The school is further refining its target setting procedures to specifically target, at an early stage, pupils who may be capable of achieving Level 3, particularly in writing, and providing appropriate support and work. The quality of teaching over time is very good and pupils of all abilities make good progress and achieve well.

Test and assessment data show that attainment soon after children start school covers the full ability range but is at an average level overall. The children benefit from very good teaching in the Foundation Stage and get a very good start to their educational lives. As a result, children of all abilities make good progress and achieve well and by the end of the reception year many children are on track to exceed the nationally recommended Early Learning Goals in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have excellent attitudes to all aspects of learning and school. They are very keen to achieve well and show high levels of enthusiasm in all that they do.
Behaviour, in and out of classrooms	Excellent. Pupils behave in an excellent manner in class and around the school and are extremely polite and courteous. Pupils work together very well and willingly share resources and ideas.
Personal development and relationships	Very good. Relationships between pupils and adults, and amongst adults, are excellent and contribute significantly to the life and ethos of the school as a community. Pupils show high levels of independence in their work, and are keen to take on class and school responsibilities.
Attendance	Very good. Attendance rates at the school are well above the national average. Pupils clearly thoroughly enjoy coming to school.

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is very good. The children are taught alongside a number of Year 1 pupils but the high quality of teaching means that the needs of the reception aged children are met in a very effective manner. Many opportunities are provided for children to learn through practical and investigative tasks alongside the more formal aspects. This means that children develop a good range of reading, writing and other formal skills but at the same time find things out for themselves, experiment and develop well as independent learners. Every activity is seen as a learning opportunity. As a result, children of all abilities make good progress and achieve well.

The teaching of English, mathematics and science is generally very good across the school. Reading skills are taught in a systematic and rigorous manner from an early age. The very good teaching continues as pupils move through the school as pupils are taught the higher order reading skills, such as skimming, scanning and reading and understanding beyond the literal level. Teaching provides many opportunities for pupils to write for a variety of audiences and purposes and teaching has increasingly placed an emphasis on the direct teaching of specific writing skills to match the different purposes of writing. In mathematics, pupils' numeracy skills are developed very well through high quality teaching which also provides activities that expect pupils to put their investigative and problem solving skills to the test. In science, pupils' scientific knowledge is developed very well with every opportunity possible provided to test out this knowledge, to predict and to hypothesise through well planned and, at times, pupil initiated scientific investigations and experiments. Teaching in all these subjects is often challenging and demanding for pupils of all abilities, ensuring that pupils make consistently good and often very good progress and achieve well. Throughout the school pupils with special educational needs are taught in a very effective manner enabling the pupils to make similar progress to their classmates.

A particular strength of the teaching is the manner in which the school uses the individual skills and expertise of teachers to teach more than one class. Examples of this are seen in music, information and communication technology, art and design and design and technology. The teachers' knowledge and enthusiasm is infectious and this helps to enthuse and stretch the pupils who invariably rise to the challenge. This very effective use of teachers' skills has led to improvements in standards over time. Throughout the school teaching assistants make a significant contribution to the quality of pupils' learning, with very good examples seen in all classes and in subjects such as information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good quality broad and balanced curriculum which is enhanced by visits and visitors that add to pupils' educational experiences. Good provision is made for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. The school provides very good levels of support for pupils with special educational needs. Individual education plans are of a good standard and pupils' progress is reviewed regularly with the full involvement of parents and pupils. All these factors help to ensure that pupils make similar progress to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' spiritual, moral, social and cultural development which makes an important and significant contribution to their personal development.
How well the school cares for its pupils	Very good. This is a very caring school where the well-being and welfare of pupils is given paramount importance. Very good procedures are in place for assessing and tracking pupils' progress with the school already identifying the need to further improve target setting procedures so that they can have a greater impact on the standards that pupils achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and management of the school. He enjoys the full support of the deputy, staff and the Governing Body. Effective procedures are in place to monitor the quality of teaching and learning across the school.
How well the governors fulfil their responsibilities	Very good. The Governing Body is very well informed, supportive, knowledgeable and most effective in holding the school to account for the quality of education that it provides. All statutory duties are met.
The school's evaluation of its performance	Good procedures are in place for analysing test and assessment data. The School Development Plan is a good quality document for setting and then tracking the success of educational priorities. To reflect the principles of best value, targets that are set are challenging, the school is constantly evaluating its performance and consults with pupils and with parents through questionnaires about issues pertinent to school improvement. The headteacher and the Governing Body have a very good awareness of the school's strengths and the areas for development and improvement.
The strategic use of resources	Very good. The school makes very good use of all available funds and grants to improve the quality of pupils' learning. Very good use is made of the individual subject knowledge and expertise of teachers to teach some subjects to more than one class.

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 fact that their child enjoys school. • The quality of teaching and the good progress that children make. • The standard of behaviour. • The approachability of the staff. • The expectations that the school sets. • The partnership between home and school. • How well the school is led and managed • The manner in which the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • Information about how children are progressing. • The range of activities outside of lessons.

The vast majority of parents are very happy with the quality of education that the school provides and the high standards that pupils achieve. Inspection findings support and endorse these very positive views and agree that the school is providing a very good quality of education. The amount of homework and the range and quality of information that is provided for parents about how their child is progressing are similar to the level found in other primary schools and are therefore judged to be satisfactory, with some good examples, such as the annual curriculum topic grid, termly curriculum newsletter and comprehensive annual reports on pupils' progress. In addition the school operates a genuine open door policy where parents have easy access to members of staff should they have any concerns. The small size of the school means that there is not a great number of after school clubs but there is a wide range of other activities, such as visits, visitors, residential trips, inter school sporting competitions and school productions to name but a few. All these add much to pupils' experience.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very high standards overall in English, mathematics and science by the time that they leave school, they achieve well and make consistently good progress.

1. The school has a commitment to achieving and sustaining high standards. This is a school that is constantly seeking to provide a high quality of education for all pupils. There is a very good team spirit evident in the school and all staff work together very well. The tasks that are set for pupils are challenging and demanding. The very good quality of teaching and the excellent attitudes to work that pupils have help to ensure that all pupils make consistently good and at times very good progress and achieve well. On the basis of the end of Year 6 National Curriculum tests in 2002, pupils' attainment was very high when compared to the national average in English and science and well above average in mathematics. When compared to similar schools, attainment was very high in English and well above average in mathematics and science. The school has consistently attained these standards over time, often attaining standards that are in the top 5% of schools nationally. The school gained an achievement award from the government in 2001 because of the high standards that were attained. Attainment is bolstered by the fact that a high percentage of pupils regularly exceed the level expected of 11-year-olds. Inspection findings indicate that pupils are on track to attain these high standards, although writing standards are not at quite the same level as reading standards.
2. National Curriculum Test results and teacher assessments in 2002 for pupils in Year 2 showed attainment to be very high in mathematics, well above the national average in writing and above the national average in reading and science. When comparisons are made with similar schools, attainment was well above average in mathematics, above average in writing and average in reading. The differences in attainment between subjects can be explained by the fact that a higher percentage of pupils than anticipated attained Level 3 in mathematics. Over time attainment has been consistently well above average in reading, writing, and mathematics with the school at times achieving results in the top 5% of schools nationally. Inspection findings currently show that standards in reading are well above expectations and above expectations in writing, mathematics and science. The school is refining its target setting procedures to specifically target pupils, at an early stage, capable of achieving Level 3, particularly in writing, and providing appropriate support and work. The quality of teaching over time is very good and pupils of all abilities make good progress and achieve well.
3. Children get a very good start to their educational lives in the Foundation Stage. The reception aged children are taught alongside some Year 1 pupils and the very good quality of teaching ensures that their needs are fully met. When children start school attainment levels cover the full ability range and are average overall. Children of all abilities make good and at times very good progress which results in many pupils exceeding the nationally recommended Early Learning Goals in all areas of learning by the end of the reception year.
4. Reading standards are well above average at the end of Year 2 and Year 6. From an early age the pupils are taught the necessary reading skills and introduced to a wide range of literature. In the Foundation Stage and in Years 1 - 2 books are read and discussed with enthusiasm and this helps to create a very positive culture of reading and an appreciation of literature in general. The teachers in these classes set about

teaching the pupils a range of skills to help them tackle unfamiliar words and phrases. As a result pupils become confident readers. The teaching stresses the importance of reading with expression and pupils are only too willing to read out loud in class and for wider audiences. Pupils are heard reading on a regular basis in class lessons, enabling teachers to pick up and then address any difficulties pupils may be experiencing. Within literacy lessons pupils are constantly encouraged to locate information for themselves in fiction and non-fiction texts. Pupils are expected to use a dictionary and a thesaurus. This is good practice as it enhances their ability to work independently as well as furthering their reading and spelling skills. The children are very well supported by their parents who recognise the importance of helping to develop their child's reading skills. Parents listen to children read on a regular basis and are only too willing to discuss both the content and quality of the books. All of the above factors play a significant part in the development of pupils' reading skills and the standards that are achieved by the end of Year 2.

5. The good progress that pupils make in the acquisition of reading skills continues in Years 3 - 6. By the age of 11, pupils are very confident and expressive readers. Teaching in Key Stage 2 continues to introduce pupils to a wide range of literature, including, for example, the work of Shakespeare, with pupils examining how Shakespeare changes the mood of the audience through the powerful use of language. Pupils are conversant with the works of a wide range of authors, poets and playwrights, including Dahl, Jacqueline Wilson, Spike Milligan, Tolkien, Berlie Doherty, Hazel Townson and show a good awareness of the fact that Shakespeare wrote different types of plays, such as tragedies and comedies. The strong element of teaching is that teachers continue to develop pupils' reading skills. They directly teach the skills of skimming and scanning and this enables the pupils to locate information at speed or to get the gist of the text without a full laborious read. Teaching draws effective attention to the nuances of text, for example, how the writer can make the text spring to life with the use of metaphors, similes or alliteration. The pupils are very responsive to this and, as a result, they develop the ability to read beyond the literal level and then adapt a similar style in their own writing. For example, when first listening to and then writing and reading out their own poetry on the changing of the seasons, pupils offered "winter squeezing a submission" and "winter the evil giant and spring the powerful and eternal peacekeeper." Pupils continue to be provided with lots of opportunities to read out loud as well as to read silently to themselves. Pupils clearly love reading and many read with high levels of accuracy, fluency and expression by the time that they leave school. A particular strength is that pupils recognise the importance of punctuation in text and they respond to it, helping to make the text leap off the page and hook the attention of the reader.
6. Pupils throughout the school have very good speaking and listening skills. Pupils listen with high levels of interest and motivation. They thoroughly enjoy the question and answer sessions that are a feature of most lessons. Pupils of all ages have well developed vocabularies which they use well to express their thoughts, views and opinions. Through the programme of personal and social education pupils are provided with opportunities to discuss issues, such as drug awareness, friendship, bullying and ethnicity. In these discussions pupils listen with respect to the views and opinions of others. Older pupils can put together persuasive arguments to support their viewpoint while still recognising that a classmate may have an equally valid viewpoint from a different perspective. The setting up of a School Council is increasingly providing pupils with the opportunities to debate and discuss issues pertinent to the development of the school as well as gaining a deeper understanding of the decision making processes that exist within school and society at large.

7. Standards in mathematics are well above average by the time that pupils leave the school. In the Foundation Stage and in Years 1 - 2 pupils are taught the relevance of mathematics in every day life and many pupils see the practical side of the subject and how it can be used in many different ways. The basic skills of numeracy are taught well and this gives the pupils the confidence to tackle problems with confidence and ease. Opportunities are provided for pupils to learn through lots of practical activities as well as more formal methods. Many lessons start with quick fire mental calculations. The pupils thoroughly enjoy these and the teaching often explores the different ways in which pupils arrived at their answers. These strategies are then often used later in problem solving tasks that pupils are asked to complete. Pupils have a good ability to solve problems using their number knowledge. The teaching ensures that all elements of the curriculum are covered in depth and this helps pupils to gain a good understanding of shape, space, measures, estimating, and handling and interpreting data as well as fostering their high level of number skills. The good progress continues in Years 3 - 6. This is because of the very good quality of the teaching and the pupils' desire to do well. Pupils manipulate large numbers with ease. Pupils are directly taught strategies to help them with multiplication and division calculations which enable them to calculate at speed and with high levels of accuracy. Pupils have a very good awareness of when to use mental calculation, pencil and paper method or when to use a calculator. The continued coverage of all elements of the subject in depth helps to ensure that by the time that pupils leave school they have a very good knowledge of number and they are also able to measure accurately, fully understand probability and interpret data effectively. Pupils record data very well using frequency tables and pie charts as well as a range of different graphs. Pupils use temperature information to calculate the mean, median and mode. Pupils name a wide range of two- and three-dimensional shapes using specific criteria and properties. Good examples were observed of pupils using their mathematical skills in other subjects, such as science and design and technology, which added much to the quality of pupils' learning and to the quality and accuracy of their work. Equally good examples were also observed of computers being used to enhance pupils' learning in mathematics through both the effective use of good quality software packages, which set challenging tasks for the pupils, and through the use of spreadsheets to find a formula for calculating the perimeter of squares and rectangles of differing sizes.

8. Standards in science are well above average when pupils leave the school. Good and at times very good teaching ensures that all elements of the subject are covered in depth and, as a result, the pupils develop a good knowledge base. A good emphasis is placed on developing pupils' ability to carry out investigations accurately alongside the progressive acquisition of scientific knowledge. Throughout the school pupils clearly love taking part in practical and investigative work and this makes a significant contribution to pupils learning well and making good progress. By the end of Year 2 the pupils have a good knowledge of the human body and know exactly what diet is needed for a healthy lifestyle. Pupils have a good understanding of electricity. The pupils have a good understanding of the characteristics of living things and explain well why certain habitats are more suitable than others for different living things. The pupils use their scientific knowledge well to help make accurate predictions and hypotheses when they are asked to carry out experiments. By the end of Year 6, pupils have a very good understanding of forces and are conversant with concepts such as gravity and what factors come into play when materials are attracted or repelled. Pupils use a good scientific vocabulary such as "upthrust" and explain clearly what it is. Pupils recognise in their investigative work that changing the shape of the canopy may change air resistance. Pupils are adept at carrying out investigations, testing out hypotheses and making accurate predictions, for example, when investigating the amount of air that is trapped in gravel. Pupils confidently explain differences between solids, liquids and

gases and have a very good appreciation of what constitutes a fair test. Pupils make very good use of their scientific knowledge across all elements of the subject to help them in their investigative work and show an eagerness to find things out for themselves and to carry out additional research using both computers and books.

Teaching throughout the school is very good.

9. The quality of teaching across the school is very good and this makes an important and significant contribution to the high levels of attainment and the good and at times very good progress that pupils of all abilities make. Teaching is well matched to the individual needs of pupils and work and tasks that are set are often challenging and demanding for the higher attaining pupils. The quality of teaching for pupils with special educational needs is equally good. Pupils benefit from very good support from teaching assistants, work that is matched closely to their needs and good quality individual education plans which are closely followed and regularly reviewed and evaluated by teaching and support staff. These factors help to ensure that pupils make similar progress to their classmates and take a full and inclusive part in all aspects of the curriculum. During the week of inspection teaching was good or better in almost all lessons and very good in just over seven out of ten lessons. No unsatisfactory teaching was observed.
10. Teaching in the Foundation Stage is very good. The reception aged children are taught alongside some Year 1 pupils and the quality of the teaching ensures that the needs of all children and pupils in the class are met. Lessons are planned in a highly effective manner and the activities that are planned ensure that the higher attaining children are suitably challenged. A very good balance is struck between activities where children learn through practical and investigative tasks and through the direct teaching of specific skills across many areas of learning. In a very good literacy lesson based around the book, "The Owl Babies" the direct teaching of specific sounds and phonics, the fast pace of the lesson and the excellent and skilled use of questioning involved nearly all the class, kept the children on their toes and resulted in big gains in children's learning and understanding. In equally good lessons in mathematics, in knowledge and understanding of the world and in information and communication technology, all the children benefit from very clear and precise teaching and explanations that lead to the children being able to tell the time more accurately, draw simple but high quality plans of the classroom and school and to use the "flood fill" tool on the computer in a highly effective manner to colour a range of different shapes. Every opportunity is seized upon to develop children's communication and language skills whilst at the same time developing their ability to become independent learners from a very early age. Good procedures are in place for recording children's attainment and involvement in the different activities that are provided and the information is used well to guide and inform future curriculum planning. Very good account is paid to children's previous learning and attention is often drawn to this at the start of each lesson and every activity has a specific learning focus which the children are made aware of. The sessions at the end of lessons are used equally well to assess what has been learned. The teacher and the nursery nurse work together very well and the nursery nurse makes an important and telling contribution to the quality of children's learning. The very good quality of teaching, the very informative and attractive classroom displays and the excellent attitudes to learning of the children all combine together to make a very positive learning environment where all children get off to a very good start in their educational lives and achieve well.

11. The teaching of English is very good across the school. A great strength is the way in which reading skills are taught in a direct and systematic manner as pupils move through the school. The school has recently started to ensure that writing skills are also taught in a similarly direct and progressive manner. Teachers provide many opportunities for pupils to develop their speaking and listening skills through discussions, debates, role play and through some drama activities. High expectations are set in terms of pupils' attentiveness and in terms of them asking and answering questions using an appropriately expressive or technically accurate vocabulary and explaining and justifying their views and opinions. This level of expectation leads to lively, animated and at times humorous whole class or group discussions. In, for example, music and art and design lessons pupils are asked to justify their preferences for a particular piece of music or the work of a famous artist. As pupils know that their views will be listened to carefully, pupils are confident in their speech and vocabulary. The high expectation that teachers place on pupils listening carefully to instructions means that once pupils are set to work they do so quickly and with little loss of time.
12. Teachers are keen to develop in pupils an early love of literature and reading. They do this through carefully choosing a good range of literature as a focal point for learning in the literacy lessons and make effective use of the text to make specific teaching points. Teachers ensure that pupils are taught a good range of skills and strategies to tackle unfamiliar words and phrases and pupils are reminded of these on a regular basis to help them tackle more complex texts. This level of teaching continues as the pupils get older, with pupils directly taught higher order reading skills, how similes, metaphors and imagery can help to bring a text to life and are taught how to locate information quickly and accurately. All these features mean that pupils are expressive and very competent readers by the time that they leave school. The higher attaining pupils read beyond the literal level and show a high level of understanding of both fiction and non-fiction texts and explain very competently why a particular book, story line or character has captured their interest or imagination. In very good literacy lessons observed in different classes, much attention was paid to the need for correct spelling and high quality presentation. Again, pupils are provided with specific skills and strategies to help them achieve well and which the pupils are only too ready to put to good use to help improve their work. The pace of lessons is often good and the setting of time deadlines ensures that pupils keep up their levels of productivity. Throughout the school, teachers teach with enthusiasm and the good choice of text, whether it be King Lear, an African adventure, or poetry by John Foster, motivates the pupils and sustains their interest throughout the lesson.
13. The teaching of mathematics and science is very good. In mathematics lessons the introduction is often characterised by mental warm up activities. These are often very successful because they present pupils with a challenging but fun range of tasks that test their mental agility to the full. The pupils thoroughly enjoy them and they set the tone and pace for the rest of the lesson. The teachers often share what is to be learnt with the pupils and this is effective in ensuring that pupils take some of the responsibility for their own learning. Lessons end with a summing up session where the best teaching assesses what has or has not been learnt and the information is then fed back into the planning process to inform future lessons and learning. In a very good numeracy lesson for pupils in Years 5/6, there was a very good opening session which asked pupils to use strategies of their own design to half, double or square numbers of differing sizes according to the ability of the pupils. There followed a very clear and precise whole class teaching activity on equivalent fractions. The very clear explanation enabled pupils to be set challenging activities and to get on with their work with no loss of time and with little further adult guidance. By the end of the lesson the pupils' learning in terms of the development of mental arithmetic strategies and their knowledge of

equivalent fractions had been greatly enhanced. In science, teaching is of a high standard because there is a good emphasis given to the systematic development of pupils' investigative skills alongside the development of scientific knowledge. All elements of the subject are covered in sufficient depth and the pupils are expected to put their scientific knowledge to good effect in hypothesising, in setting up and carrying out fair tests or simply in explaining why things happen as they do. A good example of this was seen in a lesson for pupils in Years 3 and 4 when pupils had to plan a fair and accurate investigation to find out which was the stretchiest spring. The teacher made good and pertinent references to prior learning and provided the pupils with just enough information and guidance before letting them carry out the investigations on their own. The teacher circulated around the class dealing with any misconceptions in a most effective manner. By the end of the lesson pupils' scientific knowledge and their investigative skills had been enhanced.

14. The school is effective in the manner in which it uses specialist teaching as this has had a very positive impact on standards in subjects, such as art and design, design and technology, music and information and communication technology. Examples of very good teaching were observed in music where the teacher's obvious subject knowledge is used most effectively to enthuse the pupils and to advance their musical knowledge, performance and appreciation of classical composers, such as Vivaldi. In art and design and design and technology pupils are provided with many opportunities to work with a wide range of materials and media, to work in the style of a good number of famous artists and to be taught a wide range of different skills. The consistently good and at times very good teaching in these subjects contributes much to pupils' learning and attainment. Examples of very good teaching were also observed in history and information and communication technology. In a history lesson for pupils in Years 1 and 2 the teacher combined the use of historical artefacts and research on the computer to bring learning about the past to life. By the end of the lesson pupils' knowledge of Grace Darling and George Stephenson had been greatly enhanced, as had their concept of chronology. In a very effective lesson for pupils in Years 5 and 6, the direct teaching of specific skills enhanced by the teacher's subject knowledge and confidence enabled pupils to complete spreadsheets most competently. Very good use is made of a teaching assistant's skills in information and communication technology to support and enhance pupils' learning. The contribution made by the teaching assistant brings an added dimension to how well pupils learn and achieve. During the inspection many good examples were observed of telling and significant contributions being made by teaching assistants to further pupils' learning.

Pupils have excellent attitudes to school and to learning. Behaviour is consistently of a very high standard. This is helped by the very good provision that the school makes for pupils' personal development.

15. The pupils have excellent attitudes to learning and to school in general and show a great desire to do well. Pupils take a full, active and very enthusiastic part in all aspects of school life. They show a thirst for new knowledge and skills and recognise the importance of a good quality education. All these factors make a significant contribution to the high levels of attainment that are achieved by pupils.
16. In the Foundation Stage, children quickly adapt to the routines of school life. The teacher and support staff set high expectations in terms of behaviour and the amount and quality of work that children are expected to complete. The children in the Foundation Stage are taught alongside some pupils from Year 1. These older pupils act as very good role models in terms of behaviour and work ethic, which the younger children are only too ready to emulate. Children in the Foundation Stage can often be seen working very productively, showing high levels of concentration and enthusiasm and are only too ready to talk animatedly about the work that they are doing. Children take a pride in their completed work. They listen most attentively and are eager to get on with their work once a task has been explained to them. Behaviour is invariably of a high standard, with children working very well together, being always ready to help one another and to share resources. The children demonstrate good levels of independence and already recognise that this is an important part of their learning.
17. Pupils in Years 1 - 6, including pupils with special educational needs, continue to have excellent attitudes to learning and to school. They recognise the important part that they can play in ensuring that they fulfil their potential and in attaining high standards. Pupils take a full and active part in all lessons and contribute most enthusiastically to the question and answer sessions that are a feature of many lessons. Pupils do so knowing that their views and opinions will be listened to and valued by staff and classmates alike. Pupils are always ready to offer their opinions whether it be about a piece of art work, a musical composition or a particular piece of literature. They are equally ready to modify their views and opinions after listening to the contributions of classmates. These factors often make for lively, interesting and enthusiastic discussions. Pupils work well together in small groups, sharing ideas and resources with a high level of maturity and responsibility. Pupils are always ready to help a classmate who may be struggling a little, and do not rely heavily on adult guidance and support. This is particularly noticeable when a teacher is working with a specific group of pupils and other pupils in class use one another as a source of support or guidance. This enhances the learning of all the pupils in the class.
18. The school provides many opportunities for pupils to learn through investigative activities in subjects such as science, mathematics and history. Pupils enjoy this type of activity and invariably rise to the challenges that are set for them. Pupils enjoy finding things out for themselves and will often carry out additional research at home into topics which have aroused their interest within lessons, using both books and computers. Pupils are regularly seen using dictionaries or a thesaurus with little prompting from adults. The school places an important emphasis on the more creative subjects, providing specialist teaching in subjects such as art and design and music. Pupils show equally impressive attitudes and enthusiasm for these subjects which is often fuelled by the teachers' own subject knowledge and enthusiasm. Within these subjects pupils demonstrate good levels of creativity and imagination, knowing full well that their efforts will be valued and appreciated by teachers and support staff. The excellent attitudes of the pupils contribute much to the ethos of the school.

19. The behaviour of all pupils is of a high standard both within lessons and around the school. The school makes it clear to pupils from an early age what is expected in terms of behaviour. The school places considerable emphasis on the concept of self-discipline and the fact that pupils should take responsibility for their own actions. As a result, pupils develop from an early age a clear understanding of the difference between right and wrong and a very good appreciation of the impact that their actions can have on others. In many lessons observed during the inspection behaviour was of a high standard. Pupils are very well mannered, polite and eager to talk to visitors about their work and school life in general. At break and lunch times, behaviour continues to be of a very good standard. Pupils show high levels of respect to dinnertime staff. The very good range of games and other activities, which are provided at lunchtime with adults taking an active part, helps this. This adds a great deal to the sense of community that permeates the life of the school. Throughout the school the quality of relationships is excellent, with adults and pupils feeling relaxed and comfortable in one another's company and with pupils showing high levels of confidence in the fact that should they have any concerns they will be dealt with sensitively and effectively by any member of staff.

20. The school places much emphasis on the personal as well as academic development of all pupils. There is a high expectation that pupils will take responsibility and initiative for their own learning, which pupils are only too ready to respond to. Pupils are also provided with opportunities to develop a sense of responsibility by carrying out tasks around the school. They value the trust that is placed in them and the responsibility given to them and they carry out jobs in a most mature manner. The school has monitors for registration, milk time and dinner time to name but a few where pupils can be regularly seen carrying out their jobs most effectively. Other pupils act as library or hymn book monitors. The older pupils add much to the community feel to the school by helping and caring for the younger pupils and children in school. Good behaviour, work or deeds are recognised and celebrated in the weekly achievement assembly. The school has recently established a school council with pupil representatives from the Reception Year to Year 6. Although in its early days, the pupils talk very enthusiastically about the council. The head and deputy headteacher attend the meetings and pupils are expected to report back to other pupils in school either on a class basis or in school assemblies. Already some very good ideas for improving the school have been generated and include the provision of blinds to enhance the learning environment in some classrooms; refurbishment and decoration of toilets with ideas suggested by pupils and the creation of playground markings to improve further the quality of outdoor play. The pupils are equally keen to help out those less fortunate than themselves and this shows in the different charitable causes that they support. These include regular harvest gifts to needy causes; poppy appeals, provision of shoe boxes full of much needed items for children in Eastern Europe and support for "Children in Need" and the Royal National Institute for the Blind.

The school provides a good curriculum and range of learning opportunities that add much to pupils' academic and personal development.

21. The school provides a broad, balanced and good quality curriculum that promotes pupils' learning in an effective manner. The curriculum ensures that in addition to English, mathematics and science other subjects are taught in sufficient depth, with a good emphasis placed on the development of skills alongside knowledge. The school also ensures that pupils learn in an effective manner about healthy lifestyles, sex education, drug awareness, social education and citizenship. The school is keen to widen pupils' perspective beyond their immediate locality and as a result pupils leave school as well rounded individuals, whose personal and social development have been nurtured alongside their academic development.
22. The curriculum provision that is made for children in the Foundation Stage is good. The reception aged children are educated alongside some Year 1 aged pupils. The quality of curriculum provision, however, ensures that the needs of these younger children are met in an effective manner. The children are provided with many opportunities to learn through role-play, through construction work and through a wide range of practical activities where children investigate and find things out for themselves. Children are encouraged to be independent learners from an early age with teaching also ensuring that children are directly taught skills and knowledge in a more formal manner. This good quality curriculum provision helps to make sure that children get a good start to their educational lives and makes them enthusiastic and keen learners. When pupils move into Years 1 – 6, the good quality curriculum provision continues. Pupils learn about the Romans, Victorians, Ancient Egypt and Greece. Pupils are provided with every opportunity to develop as historical enquirers and investigators, to examine why things happen in the past as they did and to evaluate why different people interpret periods of history differently. All this is done alongside the development of a good base of historical knowledge. Pupils learn about the wider world in geography and examine such issues as tourism, pollution and conservation together with the systematic development of specific geographical skills.
23. In art and design pupils work with a wide range of different media and materials including textiles, clay, wood, and ceramics as well as paint, pastels, crayons and chalks. Pupils are directly taught a wide range of skills such as printing, colour blending, weaving and sewing to list but a few. Pupils work in the style of artists such as Mondrian, Monet, Warhol, O'Keefe, Rembrandt, and of the local artist Helen Callaghan. In design and technology pupils have been provided with opportunities to produce story sacks after carrying out market research, have designed and made games, toys, puppets, books, purses, pneumatic models, slippers, fairground rides as well as a wide range of different foods. The finished products are often of a good standard. In music, opportunities are provided for pupils to listen to a wide range of music, to compose their own pieces as well as performing both in lessons and at festivals and as a school choir. Pupils develop a genuine love for music and have a good knowledge of a wide range of classical composers, such as Vivaldi, Beethoven, Mozart, as well as more modern composers. The school has made good progress since the time of the last inspection in terms of the curriculum provision that is made for information and communication technology. The school now has the benefit of a computer suite and this is used well to cover all aspects of the curriculum. Computers are used very well to support other areas of the curriculum, such as science, English, mathematics and musical compositions, as well as being used for research purposes. Good examples are also observed of pupils' literacy and numeracy skills being developed and enhanced through other subjects of the curriculum, with the school identifying the need to capitalise on more opportunities to develop pupils' writing skills in

subjects such as history, geography, science and religious education. In religious education pupils learn about many different faiths and cultures, such as Judaism, Buddhism and Hinduism, alongside Christianity. Learning is enhanced through visits to different places of worship and through visitors of different faiths to the school. In addition, pupils are provided with opportunities to learn about the Chinese New Year and about the patterns in art, such as the Willow pattern and Islamic patterns, and to prepare food from different cultures in design and technology.

24. The school seeks to advance pupils' learning and their personal development by exploiting learning outside of the formal curriculum. It provides opportunities for pupils to take part in extra-curricular activities that cover sport and music. The school takes part in many inter-school competitions and achieves some successes. Visitors to the school bring another dimension to pupils' learning and have included musicians, authors, the emergency services as well as a range of individuals who have shared their occupational experiences with the pupils. Pupils visit museums, art galleries, the theatre and other places of interest. These visits are often carefully linked to topics that pupils are studying. Good use is made of the local environment. The older pupils attend residential visits where they take part in a wide range of outdoor pursuits. The very good balance that the school strikes between the formal curriculum and the capitalising of learning opportunities from other sources does much to advance the knowledge, understanding and personal development of all pupils.

Very good procedures are in place for ensuring pupils' welfare and well-being and for assessing and tracking pupils' academic progress as they move through the school.

25. The school is a very caring and supportive establishment where the personal well-being and welfare of the pupils are nurtured alongside their academic development. The very good procedures that are in place for promoting pupils' well-being and for assessing and tracking their academic progress form a powerful combination that add much to how well pupils achieve and to the care and welfare of all pupils. The school is an inclusive school where the needs of all pupils are met and where pupils are given every opportunity to contribute to the life of the school as a community. The school does much to ensure that pupils are made aware of issues relating to equality in terms of gender and ethnicity.
26. Effective procedures are in place to promote good behaviour and attendance and the effectiveness of these systems is reflected in the well above national average attendance rates and the excellent behaviour that are evident in the life of the school. Letters are regularly sent out to parents stressing the importance of high levels of attendance and punctuality and of not taking holidays in term time. The headteacher and the Education Welfare Officer carry out regular monitorings of attendance both on a class and, where applicable, on an individual basis. These initiatives, together with the obvious enjoyment that pupils have for school, help to ensure that attendance has stayed at a consistently high level over the last few years. Equally effective procedures are in place to promote good behaviour. Any issues relating to inappropriate behaviour are recorded in an incident book. The dinnertime staff also record any incidents should they occur. Procedures are in place to monitor improvement or to ensure that parents are kept fully involved and informed, in the unlikely event that improvements do not take place. Pupils are also reminded both within class and in assemblies of the school's behaviour policy and code of conduct. This acts as a reminder to pupils that they too must take responsibility for their own behaviour and actions and many pupils respond in a most positive and mature manner. Issues such as friendship, bullying and the wider importance of rules and laws are discussed frequently in personal, social and health

education and Citizenship lessons, all of which add to the importance that the school places on the promotion of good behaviour.

27. Very good procedures are in place to ensure the well-being of all pupils within the school. The headteacher has been fully trained in all aspects relating to Child Protection and all staff are fully conversant with the school's procedures in relation to Child Protection, which is enhanced by appropriate and regular in-service training. There is also a designated governor for Child Protection. Procedures for risk assessment are equally effective. The Governing Body has a Health and Safety Committee, one member of which is a full-time health and safety officer. This committee carries out regular premises assessments and comprehensive reports and evaluations are written and appropriate action taken when necessary. Risk assessments are also carried out when pupils take part in residential trips or visits to places closer to the school. Two members of staff are fully trained first aiders and the school has good links with outside agencies that visit the school on a regular basis to support pupils' personal and social development. Such visits have been made by the fire service, the police and safer cycling representatives. The school nurse visits the school to talk to the oldest pupils in school about sex education and a comprehensive drug education programme is in place that provides all pupils with a greater awareness of drug abuse. Discussions with the pupils show that they greatly appreciate and value the care and concern that is shown for them by all members of the school community. This level of care and concern within the school helps the pupils to feel confident and secure and enhances the quality of the learning environment and the sense of community within the school.
28. Very good procedures are in place for assessing pupils' attainment, particularly in English, mathematics and science, and for tracking pupils' progress as they move through the school. Children are assessed soon after they start school and the information is used very well in the Foundation Stage to identify children that may have special educational needs and then target additional support where necessary. Regular and effective ongoing assessments in the Foundation Stage continue to build up a picture of how well pupils are progressing with the information being used well to guide and inform future curriculum planning. As pupils move into Years 1 - 6, the school uses a good range of tests and assessments, in addition to the National Curriculum tests at the end of Years 2 and 6, to assess pupils' attainment. Effective procedures are in place for tracking and recording pupils' progress. Test and assessment data are analysed very well and take into account factors such as gender and the attainment of different year groups. All the data is well recorded and this enables the headteacher and staff to see which pupils are not making the progress anticipated and which have exceeded beyond expectations. Again the school makes very good use of this information by, for example, providing additional support in literacy and numeracy or in providing more challenging and demanding tasks and activities. The school is increasingly using the information in target setting procedures with this being an identified area on the school development plan for further development, including the greater involvement of pupils in setting their own targets for improvement. Very good procedures are in place for assessing and tracking the attainment and progress of pupils with special educational needs. All pupils with special educational needs have an individual education plan which very closely matches the needs of the pupil. A strength throughout the school is the fact that assessment information from both formal tests and on-going assessments is used very well to ensure that future work is closely matched to the individual abilities of pupils and this results in pupils of all abilities being challenged. Over time the school has become increasingly effective in establishing assessment procedures in other subjects of the curriculum with pupils' attainment being assessed against level descriptors outlined by national guidance. These are

proving to be increasingly effective tools in tracking pupils' attainment and progress. The headteacher and all teaching staff have a very secure grasp of the impact that good quality assessment can have on pupils' learning and there is much evidence to suggest that the very effective procedures in place in the school have contributed much to the high levels of attainment that are consistently reached by pupils.

The school is very well led and managed by the headteacher, with the support of a very committed staff and a highly effective Governing Body.

29. The leadership and management of the headteacher are very good and he has played a most important and significant role in the school's successes and the very good quality of education the school provides. He shows a determination to continue to look for ways of improving the school and there is no evidence of complacency. He has been successful in moulding together a team of staff that works together very well and whose desire is to sustain the high standards that the school consistently achieves. The headteacher looks at different initiatives to improve the quality of education provided. For example, specialist teaching in subjects such as music and art and design or the use of support staff skills in information and communication technology have all proved successful in improving standards and pupils' learning. The positive ethos in the school, reflected in its aims, its high achievement and the fulfilment of the potential of each pupil, are as a result of the headteacher's leadership and management. He is very well supported by the deputy headteacher, who is playing an important role in helping to move the school forward. The headteacher and deputy headteacher set very good examples in terms of teaching, and show a willingness to tackle identified issues in a professional and thorough manner. Under the guidance and leadership of the headteacher, the school has made good progress since the time of the last inspection. High standards have continued and in some subjects have improved still further. The very good quality of teaching that was identified at the last inspection is still a strong feature of the school. In terms of the specific issues that the school was asked to tackle, standards and provision in religious education and, in particular, in information and communication technology are now higher. All pupils now receive full and equal access to all aspects of the curriculum. The previous inspection outlined the need for the school to improve the physical development of the youngest children in school. The school is presently finalising plans to provide not only large play apparatus but also an enclosed area or outside play area where children will be able to enhance their physical development through a whole range of activities involving both large and small play apparatus and toys. Under the leadership of the headteacher and Governing Body and with the commitment of the staff, who all share the vision of improving the quality of education that the school provides, this is a school that is well placed to sustain and, where appropriate, improve the quality of education that it provides.
30. There are good procedures in place to monitor the quality of teaching and learning. The headteacher has carried out many lesson observations and formal written feedback is given after every observation. If necessary, targets for improvement are set and these form the focus of the next observation. This has led to improvements in the quality of teaching over time. The school carries out regular scrutinies of pupils' work and teachers' planning to ensure that the curriculum is taught in sufficient depth and that pupils' prior attainment is systematically built on and developed and that tasks set are suitably challenging and demanding. All these procedures have played an important role in improving the quality of teaching and learning and in raising standards. This is further helped by the fact that teachers are only too ready to take on board constructive criticism in order to improve their level of performance.

31. The Governing Body is very supportive of the work of the school and fulfils its responsibilities in a very effective manner. Governors have a very good grasp of the strengths of the school and areas that could be improved. The Governing Body is kept very well informed by the headteacher and discusses issues such as target setting and standards in great detail. Governors regularly attend training sessions and are kept very well informed on curriculum issues by subject co-ordinators who regularly provide good quality presentations on areas of the curriculum for which they are responsible. The governors contribute well to the process of school development planning and discuss policy statements in depth before ratification and then acceptance as school practice. Governors visit the school on a regular basis to observe the work of the school and good use is made of governors' personal and professional skills to help move the school forward. For example, one governor has worked with pupils in designing tiles and then tiling different parts of the school whilst another governors' skills as a health and safety officer are put to good use to ensure the welfare and well-being of pupils. The Governing Body has become increasingly effective over the years in holding the school to account for the quality of education that it provides. Relationships between the governors and the school are strong and this adds to the spirit of community that is evident within the school.

32. The School Development Plan is of a good standard and provides an accurate and more detailed assessment of what the school needs to tackle in the long and short term, to move forward. There is a very good match between financial planning and the priorities that are identified. Staff and governors are actively involved in drawing up priorities and in monitoring progress towards stated criteria of success. The plan is a working document and is seen as the vehicle by which a good quality of education and high standards are to be achieved and sustained. Good use is made of teaching and support staff, the school's accommodation and all available resources in order to improve the quality of pupils' learning. Financial planning is of a high standard and the school ensures that the principles of best value are applied most effectively when purchasing goods or services and in ensuring that good procedures are in place to evaluate the impact of any major spending decisions on pupils' learning and attainment. Taking all factors into account, this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

Standards in writing.

33. The school already achieves good standards in writing but has rightly identified in its School Development Plan the need to try and align more closely the standards that are achieved in writing with the higher standards that are achieved in reading. The school has over time consistently ensured that reading skills are taught in a systematic, direct and progressive manner. Recently the school has started to ensure that writing skills are taught in the same manner so that pupils are fully equipped with the necessary skills to write for a wide range of audiences and purposes, and for pupils to develop a stamina in writing that will enable pupils to sustain a story line or characterisation over an extended piece of writing and at the same time using a powerful and arresting vocabulary. These procedures and initiatives are proving increasingly effective and it is important that they continue to be developed and become more embedded in school practice to have their greatest possible impact on helping to raise standards even further. Although there are some good examples of writing in other subjects of the curriculum being used to enhance pupils' writing skills, this good practice is not as regular or as consistent as it could be with opportunities missed in subjects such as history, science, religious education, art and design and music.

Target setting procedures

34. The school is effective in the manner in which it analyses test and assessment data and seeks to identify trends and patterns of strengths and also any areas for development and improvement. The school has accurately identified in its School Development Plan the need to further refine this process so that the information is used in an effective manner as possible to identify individual pupils or small groups of pupils that are capable of achieving at a particular National Curriculum level and then ensuring that appropriate support is targeted to where the need is greatest or ensuring that the specific skills and knowledge to achieve at this level are then covered with sufficient rigour. The school is also keen to further develop the good practice of actively involving pupils in setting their own targets for improvement and of making pupils more aware of what is needed to achieve at a particular level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to build on the very good standards and quality of education that the school provides, the governors, headteacher and staff should:

improve standards in writing further by:

- ensuring that teachers continue to directly teach a wide range of writing skills in a systematic manner to enable pupils to write effectively for a wide range of audiences and purposes;
- ensuring that opportunities to enhance pupils' writing skills in other subjects of the curriculum are capitalised on.

improve target setting procedures further by:

- specifically targeting groups of pupils or individual pupils, capable of achieving at a particular National Curriculum level and providing appropriate targeted support or curriculum provision to help them achieve at this level;
- actively involving, where appropriate, pupils in setting their own targets for improvement and in clearly outlining to pupils what is necessary to achieve at a particular level.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	4	1	0	0	0
Percentage	0	71	23	6	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 six 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	113
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	1
Number of pupils on the school's special educational needs register	N/A	14

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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	12	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	7	7	7
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100(95)	100(95)	100(95)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	7	7	7
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100(100)	100(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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	8	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	100(88)	100(88)	100(88)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	100(94)	100(88)	100(94)
	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	113	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)	4.85
Number of pupils per qualified teacher	23.3
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	69

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

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
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	£
Total income	313309
Total expenditure	310014
Expenditure per pupil	2650
Balance brought forward from previous year	50170
Balance carried forward to next year	53465

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	113
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	59	40	0	0	1
Behaviour in the school is good.	59	40	0	0	1
My child gets the right amount of work to do at home.	45	39	15	1	0
The teaching is good.	64	29	4	0	3
I am kept well informed about how my child is getting on.	38	50	6	3	3
I would feel comfortable about approaching the school with questions or a problem.	75	24	1	0	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	45	48	6	0	1
The school is well led and managed.	71	26	0	0	3
The school is helping my child become mature and responsible.	58	41	1	0	0
The school provides an interesting range of activities outside lessons.	33	37	22	1	7