

INSPECTION REPORT

**ST MARY AND ST ANDREW'S CATHOLIC
PRIMARY SCHOOL**

Preston, Lancashire

LEA area: Lancashire

Unique reference number: 119444

Headteacher: Mrs Susan E Riley

Reporting inspector: John Heap
18824

Dates of inspection: 4 – 5 November 2002

Inspection number: 248017

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Station Lane
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Lancashire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr William Kelly

Date of previous inspection: 23 February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Catholic primary school that serves pupils aged 4 to 11 years from a generally advantaged background. There are no signs of social deprivation. Most pupils live in the parishes of Barton and Cottam, which are about five miles from Preston. Some pupils also come from further afield. The local area is rural with a large majority of private housing. There are 123 pupils on roll; 62 boys and 61 girls. This is below the national average. The majority of pupils are white, with a very small proportion coming from Indian and mixed ethnic heritages. Ten (8 per cent) pupils are on the register of special educational need which is broadly average. Three (2 per cent) pupils have statements of special educational need which is around the national average. There is a wide range of disabilities represented in the register. Two pupils (2 per cent) are entitled to free school meals and this is well below average. The levels of attainment of children entering the Reception class are above average. There are four classes and all cater for pupils from more than one age group. There has been a low level of pupil and staff mobility in recent years. The number on roll increased this year after falls in recent years.

HOW GOOD THE SCHOOL IS

This is a very good, caring and happy school that continues to seek improvement. Parents are very supportive. Standards are very high at the age of 11 and pupils achieve well. Leadership and management are very good. Overall, the quality of teaching and learning are very good, with particular strengths in Years 3 to 6. The school successfully enables all pupils to benefit equally from what it has to offer. Given the high level of expenditure, the school provides good value for money.

What the school does well

- At the age of 11, standards in English, mathematics and science are very high.
- Overall, the quality of teaching and learning is very good, with particular strengths in Years 3 to 6.
- The leadership and management of the headteacher and senior staff are very good.
- Pupils' attitudes, behaviour, relationships and rates of attendance are very good.
- The school's provision for spiritual, moral, social and cultural development is very good.
- This is a very caring school and the provision for pupils with special educational needs is very good.

What could be improved

- Although pupils' personal development is good, the level of independent learning is not high enough, most particularly in investigative and library skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998; there has been good improvement since then. In relation to the key issues identified in the last report:

- there is now an effective approach to monitoring teaching and learning systematically and this is raising standards;
- there is an effective curriculum that promotes pupils' learning;
- marking is good and teachers follow the set policy;
- the deputy headteacher plays a strong part in the management of the school.

Independent writing is promoted throughout the school and the standards in Years 3 to 6 are high: however, there is further room for improvement in Years 1 and 2 and the school has sound plans to foster this. In this financial year the budget surplus will reduce to an acceptable level. Standards in design and technology and information and communication technology are better than at the time of the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A*	A*
mathematics	A	A	A*	A*
science	A	A*	A*	A*

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

In relation to the national tests for 11-year-olds in 2002, standards were very high (top 5 per cent in the country) in English, mathematics and science when compared to all schools and to similar schools. The main reason for these very high standards is the well above average proportion of pupils who achieve the higher Level 5. Although there is no significant difference in the results of boys and girls, it is significant that all the boys in Year 6 achieved the above expectations Level 5 in English, a result that runs contrary to national trends. Results in the past were erratic, but there is now a significant trend upwards which reflects very good teaching, a broad curriculum and pupils' very positive attitudes.

Results in the 2002 national tests for seven-year-olds were well above average in reading and mathematics and above average in writing when compared to all schools. Compared to similar schools, reading and writing results were average and well above average in mathematics. Pupils' achievement is generally satisfactory. These results are not as good as those in 2001 because there was a higher proportion of pupils with special educational needs in the year group. By the time children leave the Reception Year standards are above average in all the areas of learning. Achievement is satisfactory.

Standards of work seen during the inspection reflect the results of last year's national tests. In music, standards are high and this owes much to the quality of teaching provided by the specialist music teacher and the way that she organises her work. Pupils with special educational needs are making good progress towards the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school, work very hard and show high levels of enthusiasm.
Behaviour, in and out of classrooms	Very good. Throughout the school pupils are well behaved. They show courtesy and respect for people and property. No exclusions.
Personal development and relationships	Overall, good. Pupils relate to each other and adults very well. Whilst pupils show initiative in a range of circumstances, there is still room to develop further their independent learning skills.
Attendance	Very good.

TEACHING AND LEARNING

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

Overall, teaching is very good. Nine out of ten lessons were good or better and over three in ten lessons were very good. The vast majority of very good teaching is seen in Years 3 to 6. High quality teaching in English and mathematics means that pupils are challenged and interested. Teachers manage lessons very well and, through the high quality planning, match work to individuals and use resources very effectively. Objectives in lesson planning are clear, concise and a major reason why the judging of pupils' levels of attainment has improved. Throughout the school the pace of teaching and learning is brisk.

All pupils, including those with special educational needs, have their needs met very well. They are making good progress towards the targets set for them.

Across the school learning is at least good. In Years 3 to 6 it is very good. Particular strengths are English, mathematics, science and music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has a broad and balanced curriculum. Provision for information and communication technology is stronger than previously, and it is used much more as a tool for learning in other subjects. Independent learning is not as good as it ought to be, particularly in relation to investigative work and the use of the library.
Provision for pupils with special educational needs	Very good. Pupils benefit from good classroom support, extra access to study skills in literacy and numeracy. Classroom assistants are very well deployed and the co-ordinator is very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school plans and uses many opportunities to successfully promote pupils' personal development. These are found in collective worship, lessons and in the improvements to the school's internal and external accommodation.
How well the school cares for its pupils	Very good. Procedures for child protection and welfare are well established and effective. The judging of pupils' levels of attainment is very good and makes a significant contribution to the quality of teaching and learning and the monitoring of standards by management.
Partnership with parents	Parents have very positive views about the school. Many parents are particularly pleased with the way that the present headteacher has fostered better communication and approachability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very strong vision for the school that she illustrates and promotes actively. The deputy headteacher provides good management support and an effective example as a teacher. Co-ordinators lead their subjects well and the information and communication technology co-ordinator provides a very fine example to all.
How well the governors fulfil their responsibilities	Governors provide good support for the management of the school. They take a full interest in all that is going on and are knowledgeable about a wide range of relevant topics.
The school's evaluation of its performance	Good. There is effective monitoring of teaching and results. Areas for improvement are identified and become priorities in the good school development plan.
The strategic use of resources	Good. Financial management is prudent. The large surplus is being used appropriately to support developments in the curriculum and accommodation. The school has helpful strategies to ensure value for money in its acquisition of services and supplies.

The accommodation effectively promotes learning, particularly the external provision and the new information and communication technology suite. Good levels of staffing and learning resources foster high standards.

PARENTS' VIEWS

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The approachability of staff. • The expectations that the school places on pupils of hard work and achievement. • The quality of teaching. • Leadership and management. • The progress their children are making. • The help their children receive to become mature and responsible. • Behaviour. • The information they receive. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Homework

The inspection team agrees with parents' positive views. The range of activities outside lessons is good and the provision of homework is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At the age of 11, standards in English, mathematics and science are very high.

1. Standards in national tests and in the work seen are higher than at the time of the last inspection. This improvement has much to do with the increased proportion of pupils who achieve the higher Level 5 in English, mathematics and science. Standards in design and technology at the age of seven, and information and communication technology at the age of 11, were below expectations at the previous inspection. There has been a good improvement in both subjects and standards now reach national expectations. In relation to information and communication technology the capacity for further improvement is very good because of:
 - the specialist teaching;
 - the development of a dedicated computer suite, which benefits from an interactive whiteboard.
2. The school continues to improve standards and the main reasons are:
 - improvements in teaching brought about by higher expectations and increasing teacher knowledge and understanding, most particularly in Years 3 to 6;
 - pupils' very good attitudes to school and work;
 - the very good strategies to support all pupils;
 - the development of a very good ethos for learning.
3. By the age of 11, standards in the 2002 national tests are very high (top five per cent nationally) when compared to all schools. The results exceeded targets and a very high proportion of pupils achieved the above average Level 5 in English, mathematics and science. In fact, all the boys achieved the above average Level 5 in the English test. The results are also very high when they are compared with similar schools. Over three years, results have been well above average.
4. By the age of seven, results up to and including 2001 exceeded the national average significantly. Standards were well above average in writing and very high in reading and mathematics when compared to all schools. In comparison to similar schools, results in mathematics were very high, high in reading and above average in writing. Significant numbers of pupils achieve the higher than average Level 3. In recent years results have significantly exceeded the average. Results are, generally, on an upward trend. However, results in 2002 are not as good as those in 2001, particularly when compared to similar schools. In this case, reading and writing results are average. The main reason for this is a higher proportion than usual of pupils with special educational needs. Overall, pupils achieve the standards they ought and pupils make at least satisfactory progress.
5. In Year 6, standards of work seen during the inspection are very high in English, mathematics and science. Pupils are mature and fluent speakers on a range of topics. They listen carefully to each other and their teacher and make reasoned responses. Pupils are strong, well-motivated readers. They read a lot of books and have a range of favourite authors they talk about. The highest-attaining pupils show excellent accuracy, fluency and understanding of challenging texts. The majority of pupils write very well. The higher attainers have a fluent, conversational style that engages the reader. They use paragraphs well; sentences used are both simple and complex, which makes the work more interesting. Vocabulary is rich, for example:

'...eyes boring into his back'

6. Lower-attaining pupils reach average standards in handwriting, vocabulary and punctuation. However, they have some difficulty with spelling. These pupils provide plenty of simple detail to set a scene:
 'Waiting on the football field, John looked at his watch'.
7. In mathematics, 11-year-olds have a very good command and knowledge of number. They show considerable skill when recalling facts, including multiplication tables. Pupils are highly competent at applying their mathematical knowledge to everyday situations. They know how to describe a range of shapes by their properties and how to measure accurately with a wide range of units. They are clear about mathematical vocabulary, identify perimeters and calculate areas. Pupils collect data and produce a range of graphs, tables and charts. The majority of pupils check the reasonableness of their findings and the lower-attaining pupils are developing appropriate strategies for working out, for example, the perimeter of simple shapes.
8. Standards in science are high. Particular strengths include skills, knowledge and understanding of life processes and living things, materials and physical processes. Investigative and problem-solving work is satisfactory but more work is needed on prediction of outcomes in investigations and the planning of investigations.
9. Literacy and numeracy skills, knowledge and understanding are developed well and used in other subjects. For example:
 - in science, Year 2 pupils order peers according to their height and write sensibly about whether height depends on age;
 - Year 6 pupils write poems and letters that link with work about African River Goddess Osun;
 - in Reception, the children produce some early writing about the religious topic on baptism.
10. Although it is not possible to judge pupils' attainment in the range of other subjects, the evidence drawn from the analysis of pupils' work, displays of pupils' work and in discussion with pupils and staff indicates that standards are generally high. Standards in information and communication technology are rising throughout the school. Pupils are showing much greater confidence and the specialist teacher is engaging them in some imaginative and useful work. Good examples are:
 - Year 2 pupils are tracking 'Barton Bear' who is travelling to Norway and they engage in some decision making in the role-play area as travel agents;
 - Year 4 pupils produced a video about the minibeasts in the school grounds;
 - Year 6 pupils made an animation based on a figure and added music.
11. In music, standards are generally high. Much of the credit for this goes to the specialist teacher who works with all the pupils in the school. A significant strength is the way that the teacher fosters interest and skills, whilst the pupils are enjoying what they are doing. Pupils develop good critical skills which are sensitively given. They work very well in groups and practised instrumentalists provide good leadership. By the age of 11, all pupils join in the tuneful singing and produce a successful song in the round. All pupils successfully play either tuned or untuned instruments.

Overall, the quality of teaching and learning is very good, with particular strengths in Years 3 to 6.

12. Teaching has improved since the last inspection. The improvements are:
- no unsatisfactory teaching because teachers' knowledge, understanding and class management are better;
 - an increased proportion of very good teaching;
 - the quality of marking which is now consistent and gives more assistance to the pupil. Consequently, the judging of pupils' levels of attainment is very good and lesson objectives are clearer;
 - the introduction of specialist teaching in information and communication technology and music.
13. Parents and pupils have very positive views about the quality of teaching and these are confirmed by inspectors' findings. For example, nine out of ten lessons were good or better and over three in ten were very good.
14. The best teaching was observed in Years 3 to 6, where almost all of the very good teaching occurred. The planning of lessons is high quality and the learning intentions are clear. This makes the judging of pupils' attainment more straightforward and useful, and future learning is clearly set out. In a Years 5/6 English lesson the main strengths were apparent:
- a detailed plan recognised and catered for differing levels of attainment and pupils were able to set out individual paths;
 - very good questioning challenged pupils' thinking and raised expectations, such as 'The blurb is intriguing – what does that mean?'
 - the teacher emphasised close analysis of the front page of the local paper and this led to pupils having a greater understanding of headlines and short paragraphing.
- In more general terms, the strengths in the teaching are the encouragement of collaborative working, the brisk pace in lessons and the effective use of learning resources. All of these attributes assist pupils with learning difficulties because they retain interest, have work that is well matched to their levels of attainment and support is provided at appropriate times. As a result of this work, standards are rising, with high proportions of above average attainment. Pupils' attitudes to work are very good and behaviour is exemplary.
15. In Reception and Years 1 and 2, the quality of teaching and learning is good. Overall, the teaching of the basic skills of literacy and numeracy is effective. However, the school recognises that greater attention needs to be paid to:
- the teaching of blends of letters, such as 'oo', 'oa';
 - the teaching of reading skills that will help pupils to find information for themselves;
 - developing investigatory skills in mathematics and science.
- In the best lessons, expectations are high and resources are used well. In a Years 1/2 English lesson, the teacher made a successful attempt to link reading and writing by providing pupils with banks of words to make their own sentences. This is very good practice and develops an independent approach to writing. All staff employ good questioning skills. Pupils are managed well and this enables a range of activities to be undertaken, some at a significant distance from the teacher. Pupils respond to this maturely. In a good Reception mathematics lesson, the teacher used the time well, particularly the mental starter, and this maintained the children's interest. The nursery nurse made learning fun by hiding blocks in a box; the children participated well and eagerly chose a block and described its colour. Higher-attaining children worked on

the computer and received good support from staff. The lesson plan provides clear guidance on the variety of activities and all adults know what they are doing.

16. Throughout the school, teachers do their utmost to ensure that pupils have equal access to everything on offer. This is particularly important, given the composition of classes that all have more than one age group. Strengths include:
- activities that are well matched to individuals;
 - individual support which is extensive and rigorous;
 - good questioning by adults which provides good challenges for all pupils;
 - specific provision for pupils with a particular disability, for example hearing impairment.
17. In the lessons taught by specialists, teaching is very good in music and good in information and communication technology. In music, the strengths include:
- excellent planning that pitches the lesson at the various ages and levels of attainment in the large groups. Consequently, all pupils are involved and challenged and there are no control or management issues;
 - very good use of experienced and talented pupils to provide a good example for the less confident;
 - activities which are exciting and this makes learning music a fun activity.
- As a result, all pupils are fully engaged in music and they are involved in composing and playing to a good standard. Pupils are now getting many more opportunities to be involved with information and communication technology. The specialist teacher is a true enthusiast and she is using the new suite and interactive whiteboard well.

The leadership and management of the headteacher and senior staff are very good.

18. At the time of the last inspection, the previous headteacher was judged to be effective and giving a clear and appropriate direction for the school. However, there were areas for improvement in relation to the role of deputy headteacher, developing planning and monitoring teaching. The present leadership and management are very effective because the new headteacher has maintained the previous strengths and significantly improved the areas for development. This has brought about improvements in attainment, teaching, the role of the deputy headteacher and other areas. All parents who returned the inspection questionnaires judge leadership and management to be good, and pupils and parents in their meetings with inspectors expressed their high regard for the headteacher.
19. The quality of leadership and management is the most important reason for the very high standards and the very good quality of education provided. The headteacher sets a very good example of commitment to quality in all areas of school life. She is an open and honest individual who has a clear notion of the strengths and weaknesses in the school, and she is not frightened by the identification of areas for improvement. The headteacher is supported very effectively by the deputy head and other senior staff.
20. All in the school share a common vision and this has led to high standards, for example in attainment, behaviour and the care the school provides. Consequently, the school has a very good ethos for learning and brings out the best in all concerned. Nevertheless, nothing is taken for granted and the school identifies areas for improvement and plans successfully for development. For instance, despite strong showings in national tests, areas identified for improvement include:
- reading and writing at the age of seven;

- developing pupils' independent learning through enhanced library and information technology skills.

Inspectors entirely agree with these priorities and note that work is already under way, and progress is swift, most particularly in information and communication technology. The effectiveness of the school's implementation of plans is very well illustrated by the way that specialist teaching is being used to improve teaching, learning and achievement in information and communication technology. Allied to this is the design and completion of a dedicated computer suite.

21. The governing body is effective in supporting the leadership of the school. Governors are very well informed about the daily life of the school and the long-term planning through the detailed communications provided by the headteacher. Through their useful committee structure, they monitor well their various responsibilities and helpfully assume the role of 'critical friend'. For example, in financial matters, they regularly review the budget. They are aware of an increasing surplus in recent years and have properly reported to parents how they intend to use the money for the benefit of pupils. There are clear lines of delegation to management and recommendations from the most recent local authority audit report have all been dealt with satisfactorily.

Pupils' attitudes, behaviour, relationships and rates of attendance are very good.

22. The response of pupils to the school's effective provision was regarded as strong at the time of the last inspection. There have been improvements since the last inspection in relation to teaching, provision for personal development and support for pupils. Consequently, pupils' response has also improved and this is confirmed by the very positive views of parents. For instance, all parents who sent back a completed questionnaire judge the school to be successfully helping their child to become mature and responsible. All respondents report that their child likes attending the school. Almost all parents consider behaviour to be good and some consider it to be exemplary.
23. Pupils' attitudes to school and their work are very good. Pupils enjoy school, their lessons and recognise the great effort that adults expend on their behalf. They also appreciate the fairness and enthusiasm the staff show in supporting them and preparing for lessons. Pupils are curious about visitors and readily engage them in conversation. They are polite with their peers and adults and co-operate willingly when the task, or occasion, demands. Pupils listen well, co-operate and concentrate for long periods; these traits are particularly noticeable in Years 3 to 6, where the quality of teaching is very good.
24. Behaviour is very good. This is true in lessons, at lunchtimes and playtimes and both inside and around the school. Pupils of all ages are courteous and well mannered. Very few incidents of aggression occur and pupils play harmoniously and sensitively. Younger pupils are appreciative of the older ones for helping them get used to school. All pupils know that the expectations of staff are high and they react accordingly. They genuinely care for their school, and the older ones are appreciative of the improvements to the premises. All respect the environment and promote its well-being. There have been no exclusions.
25. Relationships between pupils, and between pupils and all members of staff, are very good. The very positive ethos in the school fosters a 'family' atmosphere that is strongly appreciated by parents. Pupils are sensitive and supportive to the needs of

others, such as the sending of cards by younger pupils when their 'mentor' is leaving the school.

26. In the school year 2000/01, attendance was very high and there was no unauthorised absence. These findings positively support the very high academic and personal standards in the school.

The school's provision for spiritual, moral, social and cultural development is very good.

27. The last inspection report judged the provision for pupils' personal development to be good. The school has continued to improve this provision, most particularly in the approach to cultural development which was satisfactory in the last report. Consequently, the ethos of the school is very strong and everyone connected with the school supports and is committed to promoting its aims and values. Parents are very happy with this aspect of school life. The school is a very orderly community where there are high expectations of good behaviour at all times, and pupils respond very positively. There is a clear understanding of right and wrong.

28. The school provides very good opportunities for spiritual development through its religious education lessons, wall displays, sacramental preparation and acts of collective worship. Daily acts of collective worship enable pupils to reflect on their own experiences and those of others. For example, in stories relating to caring for each other, pupils discuss frankly their attitudes to babies, brothers and sisters and pupils new to the school. The reflective atmosphere in the room is fostered by the thoughtful choice of music, poems, hymns and prayers. A candle provides a focus for prayer and pupils are being appropriately introduced to important images, such as light. Bible readings provide traditional guidance as in the letters of Saint John. Great value is placed on the pupils' understanding of Creation, and to this end the headteacher has made the school grounds a priority for development and pupils are strongly encouraged to study and enjoy the life in them.

29. Provision for pupils' moral development is very good. The staff provide good role models for pupils to follow. This is further supported by the work done with partner schools, most particularly in helping pupils to develop strong and positive attitudes about how to treat others. Individual classes have appropriate approaches to analysing problems that arise from time to time and pupils are encouraged to grow by discussing the impact of their actions. Rewards, such as certificates, are noticeable throughout the school and sanctions are available for those who very occasionally fail to meet the high expectations. Pupils consider staff to be fair in their treatment of them and inspection evidence confirms this.

30. Provision for pupils' social development is very good. This very strong position is achieved through:

- an effective system of classroom organisation that fosters collaborative working and general harmony;
- good quality visits, including a residential educational stay in north Wales;
- supporting charities, both local and international.

Lessons include opportunities for pupils to work together in pairs or small groups. Pupils know they are trusted by adults because opportunities are provided for them to work without direct supervision. Older pupils mentor new entrants to the school and provide general help in other matters. Valuable social interaction takes place at lunchtimes and playtimes, and this is promoted by supervisory and school meals staff.

31. Provision for cultural development is very good. This is much improved from the time of the last inspection, most particularly in its approach to developing an understanding of a culturally diverse society. This improvement in provision has benefited from, and been promoted by, an audit carried out by a specialist from the local authority. Local studies in history, geography and religious education, and the very productive links with the local community, are strengths of the school. The school's very strong Christian ethos encourages empathy and understanding about other faiths and cultures, such as Judaism and Islam. Pupils in Years 3 to 6 visit the Jewish Museum and contact is made with a local mosque. Visitors to school include an Indian Advisory Teacher to talk about traditions and food and to promote an understanding and knowledge about various cultures, for instance a recent focus on Asia. It links with schools in Europe, Australia and with a youth community in Uganda. Music is very strong in the school and an important aspect is the impact of music from a variety of cultures, for example Peruvian pipes, Indian dance music and African drumming. The provision is supported by a good range of instruments.

This is a very caring school and the provision for pupils with special educational needs is very good.

32. At the time of the last inspection the school was providing its pupils with good support and guidance. In general, procedures were effective and they promoted a caring ethos in the school. However, improvements were needed in the day-to-day judging of pupils' attainment and the recording of data. The school has improved these areas well and this has impacted significantly on the quality of teaching and on raising standards.
33. The school is very successful at providing a caring and co-operative environment. Pupils are well known by staff, who value them as individuals and as young people with an opinion. In discussion with inspectors, pupils are comfortable in expressing their happiness with school and in feeling safe and secure. They are very positive about all the adults in the school. These attributes are very well supported by the effective procedures for:
- monitoring academic and personal development;
 - promoting discipline and good behaviour;
 - fostering and checking the health, safety and well-being of pupils.
34. Academic and personal development are reviewed regularly and teachers keep detailed records. For example, pupils' attainment and achievement in mathematics are judged every half-term and detailed records are kept. These judgements successfully guide teachers in their setting-up of groups in the classroom and pupils find themselves in the same group as their peers with similar attainment. Teachers have realistic, but high, expectations of each pupil, based on these judgements of prior attainments. Furthermore, the headteacher keeps an overall record of these judgements which enable her to track the rate and pace of pupils' achievements over time.
35. Health and safety procedures are regularly checked by the effective governing body. This is done through regular risk assessments by the designated committee. In addition, the school is very aware of the need to adapt the building, so that any pupils or visitors with disabilities are not disadvantaged. For example, a grant has been obtained to have a sound field installed this year, and this will assist the hearing impaired.

36. The provision for pupils with special educational needs is very effective. The school benefits from:
- a good, comprehensive policy that emphasises early identification of pupils with a need for extra help and assistance;
 - a dedicated co-ordinator who recognises that targeted work for lower-attaining and gifted and talented pupils raises expectations of what they can achieve;
 - a committed governor who has relevant expertise and visits the school every week to check on progress and practice;
 - very good support from outside agencies, and this provides them with skills and expertise beyond that normally available to a school of this size, most particularly in highly technical areas such as hearing impairment.
37. The consequence of this high quality provision is that pupils receive the most appropriate help and guidance, most particularly in their classroom activities. Results in national tests show that large numbers of higher attainers are exceeding the national norm and that almost all are achieving the national standard including the lower attainers. This is a particular feature in Years 3 to 6 where the expectations and quality of learning are highest.

WHAT COULD BE IMPROVED

Although pupils' personal development is good, the level of independent learning is not high enough, most particularly in investigative and library skills.

38. In many respects the school develops pupils very well, and particularly in aspects of spiritual, moral, social and cultural learning. However, this is only a part of the full picture because the level of skills in investigative mathematics and science and in how to use a library to find information is not high enough.
39. In mathematics, the basic skills are very well embedded in number, shape, space, measures and data handling at ages seven and 11. Results in national tests confirm this. However, the acquisition of the skills necessary to use and apply mathematics are less well developed, particularly in Years 1 and 2. The school's own checking of standards, through analysis of work and national test results, has already identified this as an area for improvement.
40. In science, basic skills are very strong in life and living things, materials and physical processes. Pupils' results in national tests have confirmed these findings and the school has begun to work on improving the necessary investigative and predictive skills. The school has correctly sought outside guidance, with a local authority advisor working with the infant teachers. The aim is to nurture pupils' curiosity and get them to take risks when making predictions.
41. The school library is small, with a relatively small number of books. The new computer suite has been built large enough to easily house an enlarged and well-stocked library. Plans are currently in hand to develop the facility. However, pupils do not have sufficient skills, knowledge and understanding of how to use a library, find books and extract the information that they want to find. In all other respects, pupils are very skilful readers who enjoy books and the use of words.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to improve standards further, the school should:

Improve pupils' independent study skills by:

- (1) providing more opportunities for pupils to use and apply mathematical and scientific skills, particularly in Years 1 and 2;
- (2) formally teaching how to use a library, find books and extract information;
- (3) organising and classifying the library stock in a simple, but challenging format.

(Paragraphs: 38, 39, 40, 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
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	6	11	2	0	0	0
Percentage	0	32	58	10	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 five 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	123
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	3
Number of pupils on the school's special educational needs register	N/a	10

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	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.6

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	11	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	10	11
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	100 (100)	95 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	11
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (92)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	8	6	8
	Total	14	12	15
Percentage of pupils at NC level 4 or above	School	93 (94)	80 (89)	100 (100)
	National	75 (75)	71(72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	6	6	8
	Total	12	12	15
Percentage of pupils at NC level 4 or above	School	80 (89)	80 (89)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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	102	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	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	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)	5.1
Number of pupils per qualified teacher	24:1
Average class size	30.75

Education support staff: YR – Y7

Total number of education support staff	5
Total aggregate hours worked per week	96.5

Financial information

Financial year	2001/02
	£
Total income	290600
Total expenditure	284019
Expenditure per pupil	2407
Balance brought forward from previous year	29643
Balance carried forward to next year	37890

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.4
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	68	30	0	0	2
Behaviour in the school is good.	85	14	0	0	2
My child gets the right amount of work to do at home.	57	37	5	0	2
The teaching is good.	80	18	0	0	2
I am kept well informed about how my child is getting on.	53	35	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	88	9	3	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	77	18	5	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	74	20	3	0	3

Other issues raised by parents