

## INSPECTION REPORT

**Ellel Saint John the Evangelist Church of England**

**Voluntary Aided Primary School**

Galgate, Lancaster

LEA area: Lancashire

Unique reference number: 119527

Headteacher: Mrs Barbara White

Reporting inspector: Stafford Evans  
21217

Dates of inspection: 31<sup>st</sup> March - 1<sup>st</sup> April 2003

Inspection number: 248028

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Chapel Street Galgate Lancaster
Postcode:	LA2 0JS
Telephone number:	01524 751320
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Stephen Booth
Date of previous inspection:	9 <sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Ellel Saint John the Evangelist is a Church of England voluntary aided primary school with 165 pupils on roll. The school is smaller than other primary schools nationally. Attainment on entry to the reception class at the age of four is in line with that expected for children this age. The percentage of pupils identified as having special educational needs is below the national average. Three pupils have a Statement of Special Educational Need, proportionately the same as in most primary schools in the country. The percentage of pupils entitled to free school meals is below the national average. Five per cent of pupils are from ethnic minority backgrounds and speak English as an additional language, with over half at an early stage of English language acquisition. The number of pupils who start or leave the school other than at the normal dates is high. For example, in 2002 the figure was 25 per cent. This was over twice the national average of 11 per cent. The percentage for the previous two years was 31 and 32 per cent.

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

This is a very good school with excellent features, in which learning is very enjoyable as well as effective. The school gives very good value for money. Pupils attain high standards and make very good progress by the time they leave the school. The quality of teaching and learning is good. There is a very friendly, caring and supportive ethos in the school and pupils feel very valued. The leadership and management of the school are very good.

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

- Pupils achieve very well by the time they leave the school.
- Throughout the school there is a very significant amount of good, very good and excellent teaching. This ensures that pupils achieve very well in lessons. Support staff enhance the quality of pupils' learning.
- There is a strong emphasis on pupils' personal development. As a result, pupils like school and have excellent relationships with one another. Their attitudes to school, behaviour and personal development are very good. This very positively affects pupils' good quality of learning.
- Teachers provide a wide and very interesting range of work for pupils, including those with special educational needs. This promotes the high achievement of all pupils.
- The headteacher provides excellent leadership. She, very ably supported by the senior management team, staff and governors, evaluates the work of the school very effectively. This self-evaluation and the follow-up action are the cornerstones of the school's success.

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

- There are no key issues for action.

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

The school was last inspected in February 1998. The improvement the school has made since then is very good. The school is very well placed to maintain this improvement and build on it further. Standards of attainment are higher now than those reported on at the time of the last inspection. For example, by the end of Year 2 standards are now above the national average. To raise these standards was a key issue for action identified in the last report. What teachers provide for reception children to learn has very much improved. This was another key issue for action last time. Across the school as a whole, the quality of teaching is better. For example, the amount of very good or excellent teaching has risen from 23 per cent to 38 per cent. Also, the teaching in reception is now good compared with satisfactory at the time of the last inspection. There has also been a great improvement in the quality of teaching information and communication technology. Pupils' personal development is now very good compared with good last time. The learning opportunities, including those for pupils identified as having special educational needs, which teachers provide are now very good. The leadership and management of the school are also of a higher standard.

## 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	C	C
Mathematics	A*	A	D	E
Science	A*	B	C	C

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

Inspection evidence indicates that by the end of Year 6 standards are well above the national average in English, mathematics and science. These standards reflect the standards attained prior to 2002. The fall in standards in 2002 was due to the high percentage of pupils who had Statements of Special Educational Need - 20 per cent - within an unusually small group of pupils. Last year's test results were a blip in the recent series of very good and excellent results. Standards attained by pupils in 2000 placed the school in the top 5 per cent of schools nationally. Taking the results of the last three years together, the school has very comfortably exceeded the national average. Judging the achievement of a whole year group over time in this school is complicated by the fact that so many pupils either start or leave the school between reception and Year 6. Pupils enter school with levels of attainment that are in line with those expected nationally. Inspection evidence indicates that pupils achieve very well in relation to their prior attainment by the time they leave the school. Inspectors judge that, by the end of Year 2, standards in English and mathematics are above the national average. This represents good progress compared with the time pupils enter the school in reception. The school analyses thoroughly the comparative attainment of different groups of pupils. This indicates that there is no underachievement by any group of pupils. Inspection evidence confirms this. In the national tests, Year 6 boys achieve very well in relation to boys nationally, and girls well in relation to girls nationally. In the recent national tests, boys attained more highly than girls. Inspection evidence shows that currently there is no significant difference in the attainment of boys and girls. The school met its Year 6 targets for 2002. The targets set by the school for 2003 are significantly higher and challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are very interested in school and enthusiastically involve themselves in the wide range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are courteous to each other and to adults.
Personal development and relationships	Personal development is very good. They have excellent relationships with one another and with adults in the school. Pupils respect and value other pupils' beliefs, cultures and backgrounds.
Attendance	The attendance rate is very good in comparison with other schools nationally. Pupils are punctual.

## 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.*

The quality of teaching is one of the reasons for the success of the school. High quality teaching enables pupils with a wide range of needs to learn effectively. Throughout the school, the teaching has many strengths and few weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy, the very good management of pupils' behaviour and very effective use of pupils' prior attainment in planning lessons. Support staff make a positive contribution to pupils' learning. The teaching of English and mathematics is very good. The teaching and learning of pupils with English as an additional language and the support of ethnic minority pupils are very good. The quality of teaching of pupils with special educational needs is also very good. The school meets the needs of the higher attaining pupils effectively. In a very small minority of lessons, expectations of pupils' achievement are not always high enough.

The quality of pupils' learning is good. They are keen to learn and clear about what is expected of them. They understand what is good about their work and how it can be improved. They work very well co-operatively and collaboratively. They work very hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. In the reception class the well-planned curriculum covers all the national early learning goals <sup>1</sup> . The school provides a range of work that is very stimulating and relevant to pupils in Years 1 to 6. The very good provision for extra-curricular activities enriches the quality of pupils' learning further.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is very good. It is effectively organised to identify pupils who need additional help, ensuring that they make at least similar progress to their classmates. Support for pupils with Statements of Special Educational Need is very good.
Provision for pupils with English as an additional language	Through very good provision, the school ensures that pupils have equality of opportunity in order to take full advantage of the learning experiences that teachers give them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is very good and is one of the strengths of the school on which its success is built. The school ensures that pupils have a clear understanding of what is right and wrong, and show a high degree of respect for all people.
How well the school cares for its pupils	The school cares very well for its pupils. Members of staff treat pupils with understanding and respect. Procedures for child protection are in place. Teachers and support staff know the pupils very well and have precise information to tell them what pupils have done well and where they need help. Therefore, the school directs support very effectively to where pupils need it most.

<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in conjunction with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	One of the main reasons for the success of the school is the excellent leadership of the headteacher. She has a very clear vision of what sort of school it should be. She puts pupils and their achievements first. The senior management team and subject co-ordinators make a very good contribution to the effective and efficient way the school is led and managed. There is a very good sense of team spirit among the staff and a definite shared commitment to succeed.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its responsibilities well and takes an active role in helping to shape the direction of the school through strategic planning. They are fully committed to and supportive of the school.
The school's evaluation of its performance	Monitoring and evaluation of performance are excellent. There is a rigorous analysis of standards, frequent checking of the progress towards targets in the school development plan and regular observations of teaching. Any weaknesses are identified early and the school responds immediately and efficiently in dealing with them.
The strategic use of resources	Very good. There is a clear link between development planning and finance. Priorities are entirely relevant to the school. There is a good understanding of best value principles.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-four questionnaires were returned, 39 per cent of those sent out. Ten parents made a written response. Nineteen parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school enables their children to make good progress.</li> <li>• The teaching is good.</li> <li>• Their children behave well at school.</li> <li>• The school is very easy to approach with concerns.</li> <li>• Staff have high expectations for their children.</li> <li>• The school works closely with parents and provides the right amount of homework.</li> <li>• The school is well led and managed.</li> <li>• The provision for their children's personal development is good.</li> </ul>	

The parents think very highly of the school and provide very good support for the school, and their children's learning. Inspectors support the parents' positive views.

## **PART B: COMMENTARY**

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

#### **Pupils achieve very well by the time they leave the school.**

1. Children currently make good progress in the reception class. This is an improvement on the progress noted in the last report. Then children's progress was satisfactory. Currently by the end of reception, children are on course to achieve above nationally expected standards for their age. Standards are higher than they were at the time of the last inspection. This is because the quality of teaching is better and the work planned for pupils provides them with far better learning opportunities. For example, the teacher plans work that covers all the nationally recommended areas of learning for children in reception. At the time of the last inspection there was no difference in the work reception children received with that given to Year 1 pupils.
2. Inspection evidence indicates that standards of attainment are above average in reading, writing and mathematics by the end of Year 2. This is an improvement when compared with the standards achieved at the time of the last inspection. However, they are lower in reading and mathematics when compared with the 2002 national test results. This is because there are fewer pupils of high ability in the class and slightly more lower attaining pupils. There has been some good progress in reading and mathematics year on year since the last inspection. Writing standards have remained at a similar level. In the 2002 national tests, pupils achieved well above average in comparison with similar schools. Pupils make good progress relative to their standards on entry to the reception class.
3. By the end of Year 6, inspection evidence indicates that standards are well above average in English, mathematics and science. Standards in writing are very high. Literacy and numeracy standards are very good. These standards are significantly higher than those attained in the 2002 national tests. The fall in standards in 2002 was due to the high percentage of pupils who had Statements of Special Educational Need - 20 per cent - within an unusually small group of pupils. Last year's test results were a blip in the recent series of very good and excellent results. Standards attained by pupils in 2000 placed the school in the top 5 per cent of schools nationally. Taking the results of the last three years together, the school has very comfortably exceeded the national average. Standards are higher than they were at the time of the last inspection.
4. Judging the achievement of a whole year group over time in this school is complicated by the fact that so many pupils either start or leave the school between reception and Year 6. Pupils enter the school with levels of attainment that are in line with those expected nationally. Inspection evidence indicates that pupils achieve very well in relation to their prior attainment by the time they leave the school. In comparison with similar schools, achievement in the 2002 national tests was below average. However, this year's Year 6 pupils are on course to achieve at least above average standards compared with similar schools.
5. Standards have risen since the last inspection for a number of reasons. Pupils' attitudes to learning are better. The leadership provided by subject co-ordinators is now very good. It was satisfactory at the time of the last inspection. Importantly, the quality of teaching and learning is better. For example, the teaching of pupils identified as having special educational needs is always good, sometimes very good or excellent. The teaching of pupils learning English as an additional language has improved significantly. The quality of marking is now good compared to satisfactory last time. Another very important factor for the rise in standards is the very good use teachers make of the results of the assessment of pupils' work. It helps teachers plan the right work for individual pupils, and ensures that teachers track pupils' progress closely as they move

through the school. In this way, teachers identify quickly any slowing down in pupils' progress, and then they take effective action to remedy the problem.

6. An example of improvement in pupils' achievement since the last inspection is found in information and communication technology. Pupils' achievement is very good by the end of Year 6 and standards are above national expectations. The key to this very good improvement is the priority placed on improving provision. A considerable investment in time and money has included staff training and the school plans even more in the future. The quality of teaching is very good. Teachers are more confident and competent when they teach the subject. Lesson planning is very good and ensures pupils' work becomes harder as they move through the school and that their skills develop appropriately. The quality of resources is much better and the accommodation has also improved. There is now a separate information and communication technology suite. The co-ordinator leads the subject very well and has clear plans for the subject's continued development, together with the capability and commitment to implement them successfully.
7. Standards in literacy are very good. Pupils write with flair and imagination in response to different texts. Their choice and use of language is very effective. For example, a Year 6 pupil wrote about 'frost': 'I can taste the bitter air from outside, it raids my taste buds...'. Another pupil wrote: 'Silence...No one could have heard the dead whisper from their graves...'. Throughout their writing pupils use punctuation correctly. For example, there are many examples of the correct use of commas, speech marks and paragraphs. Year 2 pupils demonstrate good use of connectives. One pupil wrote: 'Suddenly the magpie took the key'.
8. Pupils write extremely well for a range of purposes. Years 4/5 pupils wrote about Ancient Egypt. One pupil wrote: 'A nobleman's villa (house) was a place where not only his family lived but his servants and livestock as well'. Years 3/4 pupils produced very good quality work when they wrote alternative endings to the story of 'Saint George and the Dragon'. Year 6 pupils produced excellent work in their lesson based on Shakespeare's *A Midsummer Night's Dream*. They used similes and metaphors correctly in their very good quality writing. For example, in their notes they wrote: 'Fingers like flickering flames', 'Trees are tower blocks' and 'The forest is a terrifying tiger'. These notes were the start of some outstanding writing.
9. The quality of work is so very good by the time pupils leave the school because teachers have very high expectations of pupils' work. Pupils respond by doing their best. Teachers mark work constructively with comments that pupils use to improve their work. They choose texts that interest pupils and motivate them to write. For example, in Year 2 the teacher made very good use of a poem to teach pupils how to identify 'opposites' and use them in their writing. Teachers' knowledge and understanding of how to teach the subject are secure. Therefore, they teach the subject confidently and this ensures that pupils acquire the necessary basic skills to produce good quality work. Teachers display attractively very good examples of pupils' writing. Therefore, pupils feel that teachers value their efforts and try even harder.
10. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. Year 1 pupils wrote good evaluations of their design and technology work about playground designs. In response to the teacher's marking comment about what things would they change, one pupil wrote: 'Not put too much masking tape on it so it looks neater'. Year 2 pupils wrote good acrostic poems on the theme of 'New life' as part of their religious education work. Year 6 pupils wrote high quality accounts of their 'European awareness day'. One pupil wrote: '... Then we set to work to construct our masterpieces!' In history, a Year 6 pupil wrote: 'As soon as Herakles entered the world of the living dead he was horrified but not only that, he was extremely apprehensive'. Pupils' records of their science experiments are very well written. This was clearly

apparent in Year 5's recording of their investigative work on materials. Also, it was very prevalent in Years 3/4 work on the planets.

11. Teachers develop pupils' reading skills very well. Pupils show a clear understanding of what they have read. They are confident and fluent readers by the time they leave the school. In whole-class introductions to lessons, teachers expect high standards of listening and speaking. In discussions, pupils listen attentively to others, ask questions to develop ideas and take account of others' views. They develop ideas thoughtfully. This was very evident in a Years 4/5 science lesson when they were reviewing their previous learning.
12. Mathematics is taught very well. This has a positive affect on pupils' learning and the high standards they attain. By the end of Year 6, pupils are very proficient in arithmetical calculations. They work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they calculate accurately number problems involving squared and cubed numbers. They quickly and accurately make calculations involving percentages, equivalence of fractions, area, mean, median, mode and range. Importantly, teachers ensure that pupils have a very good grounding in basic mathematical skills.
13. Teachers ensure that pupils use and extend their numeracy skills in other subjects. For example, Year 1 pupils construct graphs correctly to represent the different modes of transport pupils use to come to school. Years 3/4 use coordinates in their geography work about India. Year 2 pupils also develop a good understanding of symmetrical patterns in art. The use of pupils' mathematical skills is much in evidence when they record their scientific investigative work. Also in science, they measure quantities accurately for their experiments. In their work on dissolving solids, Year 5 pupils measured the correct amount of liquid with great care in order to ensure that they conducted a 'fair test'. Year 6 pupils measured accurately in their design and technology lessons when they constructed toys capable of moving.

**Throughout the school there is a very significant amount of good, very good and excellent teaching. This ensures that pupils achieve well in lessons. Support staff enhance the quality of pupils' learning.**

14. Throughout the school, teachers plan and prepare interesting lessons. Teachers' lesson plans show what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensure that they cover sufficient ground in it. Teachers give priority to securing for all pupils the basic skills of literacy and numeracy. Teachers very effectively transfer these and communication technology skills to different subjects.
15. Teachers use computers in many subjects to enhance pupils' learning. Years 4/5 pupils developed their computer skills and knowledge of ancient Egypt by using the Internet to research information. Teachers have high expectations for what pupils can achieve and, therefore, plan work to extend pupils' learning. For example, Year 6 pupils put together a multimedia presentation about their evaluation of the school's web site using a specialist program. Year 2 pupils used computer graphics to represent 'blue' and 'green' music. Year 4 pupils used text and imported pictures for their geographical studies of London. They produced very good work entitled 'London Mega Tour'. From very good use of spreadsheets, Year 6 pupils produced excellent graph work in science to record the ratio of a person's height to the length of their jump.
16. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work and involve practical, investigative and problem solving activities. They use time and resources very efficiently. Teachers have secure

subject knowledge. A great strength of the teaching is the excellent relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Another reason is the high expectations of good behaviour that is ever-present in the school. This emanates from clear expectations of how pupils are to behave generated by the headteacher and supported by all the staff. A slight weakness in some teaching is that in a very small minority of lessons, expectations of what is expected of pupils in the lesson are not always high enough.

17. Teachers use the results of the assessment of pupils very effectively to match work to their varying needs. This is very evident in the work set for pupils with special educational needs. The marking of pupils' work is good. The feedback to pupils, spoken and written, enables pupils to improve their performance. In an excellent Years 4/5 information and communication technology lesson the co-ordinator for the subject, who taught the lesson, made very good use of pupils' previous learning to develop successfully their understanding of how to 'model' a shape correctly on the computer screen. She referred, at the start of the lesson, to the work they had completed in their 'jotters' in the previous lesson. The teacher gave clear and precise instructions that ensured that pupils knew how to exactly build on their previous learning. Teachers match work very accurately to pupils' varying needs. This ensures pupils complete work that is at the right level for them to make progress.
18. Pupils' learning is good because of the good quality of teaching. They respond readily to the challenge of the work set, show a willingness to concentrate and make good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to good effect in all subjects. They adjust well to the demands of working in different situations, selecting appropriate methods for their tasks and organising effectively the resources they need. They have a good knowledge of their own learning. For example, pupils in Year 6 completed very detailed self-assessment sheets about their computer and their design and technology work. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. Where appropriate, pupils readily help one another.
19. Members of support staff assist pupils' learning very effectively and contribute very positively to pupils' progress. For example, in a reception class literacy lesson the support staff greatly enhanced a visually impaired pupil's learning. The teaching assistant prepared excellent resources such as soft toy cats, bat and workman's hat. There was a prepared worksheet that had raised pictures of a 'mat', 'rat' and 'cat'. The child responded enthusiastically by feeling the objects, talking about them and finally colouring them. The teacher's assistant encouraged the child to talk in order to extend her vocabulary. The child responded with well thought out descriptions. For example, she said, 'In the back garden though - if I go too near the hedge its got nettles in it'. Through excellent support, by the end of the lesson the child typed a sentence in Braille that included a capital letter at the start of the sentence. The child made very good progress in the lesson.
20. There is early identification of special educational need, which enables teachers to address any possible issues. Teachers use well-prepared individual education plans very effectively. Targets are clear and measurable. Teachers are aware of the needs of all their pupils. In lessons, pupils with special educational needs have good support both from teachers and support assistants. The careful planning of programmes of work by teachers and special educational needs support staff ensures that pupils with statements of special educational needs achieve very well. Throughout the school, the teaching is very good for the pupils who speak English as an additional language. This is mainly because class teachers plan the work very carefully and use very effectively the classroom support staff to help the pupils. The classroom support staff show a very good awareness of the pupils' needs when they, for example, discuss the work quietly with the

pupils. This gives them the confidence that they need to answer teachers' questions, join in discussions and complete the written work.

21. The following are examples of how the excellent and very good quality of teaching positively affected pupils' learning.
- In a Year 6 literacy lesson based on *A Midsummer Night's Dream*, the excellent teaching ensured that pupils made excellent gains in their knowledge and understanding of the text. They used metaphors and similes correctly whilst they made notes and wrote phrases. The teacher's excellent relationships, the creation of a stimulating atmosphere and excellent use of 'props' inspired pupils' thinking and learning. The lesson was very carefully prepared, organised and resourced. For example, the teacher provided recorded sound effects of a storm to help pupils visualise the text. The use of a teaching assistant who dressed as Peter Quinn enriched pupils' learning. He played the part superbly and pupils watched with rapt attention - enthralled by the acting. It was an inspirational lesson.
  - The teacher made very good use of pupils' previous learning in a very good science lesson about dissolving solids. This meant that pupils were set work at a level that was hard enough for them to extend their learning. The Year 5 pupils demonstrated a very good understanding of what is a fair test. There was excellent use of information and communication technology to extend pupils' learning and to help develop the language skills of a pupil who was learning English as an additional language. He placed various crystals under a computerised microscope to determine differences. The teaching assistant, through skilled questioning, made sure the pupil could describe accurately the differences between the sugar granules and the dissolved sugar crystal.
  - A very good numeracy lesson in Year 1 was planned very well to show clearly what was to be taught and learnt. The teacher also planned the deployment of the teaching assistants very effectively. This meant that those pupils who find learning more difficult than others were supported on a one-to-one basis during the introduction. This very good support ensured that the pupils were encouraged to answer and received explanations about information they did not understand. Therefore, all pupils were fully involved in all the learning.

**There is a strong emphasis on pupils' personal development. As a result, pupils like school and have excellent relationships with one another. Their attitudes to school, behaviour and personal development are very good. This very positively affects pupils' good quality of learning.**

22. The high standards of provision for pupils' personal development praised by the previous report have been successfully built on. The school's aims to provide high quality educational experiences enabling pupils to be happy, successful and keen to learn are very well promoted in all aspects of school life. The excellent relationships between all members of the school community, and the respect that they have for each other, promotes an excellent ethos in the school. This leads to an atmosphere in the school which is secure, supportive and conducive to learning, and in which all members feel valued.
23. Pupils' attitudes to their learning are very good. Pupils in all year groups listen to their teachers carefully. They carry out teachers' instructions immediately and settle to their work without fuss. They are skilful in debate and listen to teachers and their classmates patiently while waiting for an opportunity to contribute to lessons. Most pupils complete homework tasks diligently. The organisation of homework means pupils are clear about when they will receive work to do at home and when it is due back in school.
24. Pupils maintain concentration for long periods. They persevere with difficult or complex tasks, working independently or co-operatively as the task demands. In a Year 6 design

and technology lesson involving disassembling a model, pupils worked together well to determine how best they could do it whilst remembering how to put it back together. In this lesson, progress was good and attainment high. Pupils throughout the school are well motivated and interested in all that is going on and keen to learn.

25. Pupils' spiritual development is fostered in school assemblies. The well-planned assemblies provide a daily opportunity to strengthen the school's sense of community. Praise for individual and group effort, achievement and behaviour gives pupils a sense of worth and of belonging. Assemblies conclude with prayers or reflection on some aspect of their themes. Pupils reflected, through prayer in one assembly, about the war in Iraq. The local religious education syllabus gives pupils good insights into the beliefs and traditions of other faiths.
26. Staff consistently promote the school's moral code and pupils recognise and respect it. Personal and social education lessons, including Circle Time<sup>2</sup>, are timetabled for all classes. This gives pupils the opportunity to speak about issues and problems they may have in an atmosphere of fairness and sympathy. All staff have high expectations of the pupils' behaviour both in and out of the classroom. This fosters high standards of relationships and consideration for others. Staff encourage pupils to develop an understanding of their moral responsibilities and the consequences of the actions that they take. The 'buddy' system provides excellent support for these principles.
27. Pupils' very good behaviour in class and around the school demonstrates that the school teaches them to distinguish clearly between right and wrong. Pupils are aware of the school's expectations of good behaviour and, with very few exceptions, live up to those expectations. Behaviour in classrooms is always good, often very good and sometimes excellent. The flow of the lesson is therefore not disrupted, and so pupils complete a lot of work. In the playground, pupils play together well with no evidence that there are any major disagreements or instances of bullying or racist behaviour. Pupils are polite and courteous to adults and each other.
28. The school is an inclusive community where every individual is made to feel valued. The school council is a forum of elected pupils who represent pupils' views and aspirations to the headteacher. This helps all pupils to feel that their opinions count. It promotes pupils' understanding of citizenship. The school further enhanced pupils' understanding of citizenship by attending a 'mock' budget-setting meeting in the local town hall. The school's aim is to provide opportunities for as many pupils as possible to take responsibility. Participation in a very wide range of extra-curricular activities plays a positive role in developing pupils' social skills. Through these activities pupils have the opportunity to work as a team and to mix with pupils from other schools. Residential visits also enhance pupils' social development. In lessons, teachers provide many opportunities for pupils to work co-operatively and collaboratively. This was much in evidence during the inspection in English, science and information and communication technology. The school actively encourages pupils to support and care for others. Pupils raise funds for national and overseas charities.
29. Relationships throughout the school are excellent. Pupils are aware of the views and feelings of others and take care of each other whenever there is need to do so. In a literacy lesson, pupils applauded spontaneously when a pupil gave a very good answer to a question about connectives. The pupils are mature and have a very high regard for their teachers. Pupils are trustworthy and respect school property and personal belongings. They show initiative and are keen to take responsibility.

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<sup>2</sup> During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak.

30. The curriculum contributes well to the pupils' understanding of their own culture and the culture of others. Pupils examine the cultural heritage of the area during educational visits. The school celebrates special events in the Christian calendar and festivals from other major faiths. Pupils are provided with opportunities to learn about art and music from many different parts of the world. The school has links with a South African school. This gives pupils a very good insight into the culture and life of children in another part of the world.

**Teachers provide a wide and very interesting range of work for pupils, including those with special educational needs. This promotes the high achievement of all pupils.**

31. The quality and range of learning opportunities for pupils are very good. This is a very significant improvement since the last inspection. For example, the learning opportunities in information and communication technology are much better. Teachers draw on nationally produced guidelines to produce good medium and short term planning that is clearly linked to the National Curriculum. As a result teachers provide pupils with work in an appropriate sequence that builds on their previous learning. This positively affects the quality of pupils' learning and the progress they make. The school fully meets statutory requirements. Teachers' planning provides information about what pupils should know, understand and do. It clearly identifies the resources required to support the teaching and learning. There are effective links between different subjects. Teachers also extend pupils' learning through French lessons.
32. Teachers provide pupils with first-hand learning experiences. For example, they use the school grounds for art and geography work. They attended a museum to take part in an 'interactive Tudors' exhibition and visited a forest in the Lake District to study, at first hand, wood sculptures. The school provides a very good range of clubs and activities after school. These include football, netball, cricket, athletics, art, drama, gardening, Christian Unity Group and computer clubs. Teachers take the pupils on visits to places that will enhance their learning. For example, Year 6 pupils visit a residential centre to enhance their outdoor and adventurous activities and information and communication technology.
33. Equality of access and opportunity for all pupils is evident throughout all planning. The school's provision for special educational needs is very good and meets the requirements of the Code of Practice<sup>3</sup>. There are thorough arrangements for identifying and assessing pupils. Individual education plans are detailed, set specific learning targets and are closely monitored. This ensures pupils with special educational needs make very good progress. In a Year 2 literacy lesson, pupils identified as having special educational needs played a full part in the lesson because there was appropriate support provided by skilled staff.

**The headteacher provides excellent leadership. She, very ably supported by the senior management team, staff and governors evaluates the work of the school very effectively. This self-evaluation and the follow-up action are the cornerstones of the school's success.**

34. The headteacher ensures very clear direction for the work and the development of the school, which it accomplishes through very effective self-evaluation. She provides very influential and supportive leadership. This sets a first-rate climate for learning that includes very good attitudes to work and harmonious relationships, and a strong commitment to high standards. She makes it a priority to value everyone within the school community and ensure they develop their full potential.

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<sup>3</sup> Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.



35. The senior management team and staff very ably support the headteacher. For example, the teachers with responsibility for special educational needs, information and communication technology and English provide very strong leadership. The co-ordinators with responsibility for the infants and juniors also provide very good leadership. There exists a very good team spirit among all the staff and there is a shared commitment and capacity to raise standards further. This creates a very positive ethos, which reflects the school's commitment to a very effective atmosphere for learning, excellent relationships and equality of opportunity for all. The headteacher and staff very actively encourage parental involvement in the pupils' learning and value highly their contribution. There is a strong school/home partnership. Parents make a significant contribution to the progress their children make at home and in school.
36. The governors are effective in fulfilling their responsibilities. They have good levels of expertise and are well organised and thorough in their approach. The governors are active in the life of the school, and keep themselves well informed about what is going on in school. They make regular visits and report back to meetings of the governing body. They have a clear picture of how the school performs.
37. The school's monitoring and evaluation of its performance is excellent. The headteacher and senior teachers monitor teaching and learning very effectively. Any weaknesses are identified early and the school responds immediately and efficiently in dealing with them by providing the right support. Staff know how high pupils' standards are and whether there are variations across groups of pupils. There is a clear picture of how well pupils are taught. Staff reflect critically on what they can do to improve learning and develop more effective ways of working. From this, appropriate priorities are set within a very good school development plan. There is a very close link between school development planning and performance management. The headteacher has built the review part of the performance management process into a programme of professional development to integrate the needs of individual staff and of the school.
38. The school budgets systematically for all expenditure and is clear about the cost of its developments. The school's spending decisions relate directly to priorities within the school development plan and for the benefit of the pupils. There is very effective financial control and administration. The governing body is well aware of the principles of best value. They have incorporated the principles of best value into the school's financial arrangements to ensure that it seeks the most effective solutions to its spending.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

13

Number of discussions with staff, governors, other adults and pupils

8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	2	7	1	0	0	0
Percentage	23	15	54	8	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	165
Number of full-time pupils known to be eligible for free school meals	12
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	10
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	8
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	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	8	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	19
Percentage of pupils at NC Level 2 or above	School	85 (86)	85 (73)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	19	20
Percentage of pupils at NC Level 2 or above	School	85 (91)	95 (91)	100 (95)
	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	5	10	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	10	13
Percentage of pupils at NC Level 4 or above	School	80 (94)	67 (100)	87 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total			
Percentage of pupils at NC Level 4 or above	School	(94)	(100)	(100)
	National	73 (72)	74 (74)	82 (82)

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

\* Schools are not required to publish separate results for boys or girls, if either total is less than 11. To respect confidentiality, this data has been omitted from the above tables relating to both key stages.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	131	0	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	3	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	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	22
Average class size	23.6

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	161

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.1
Number of teachers appointed to the school during the last two years	2.1

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	2001-02
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	£
Total income	367,220
Total expenditure	352,525
Expenditure per pupil	2,260
Balance brought forward from previous year	45,888

## Results of the survey of parents and carers

Questionnaire return rate - 39 per cent

Number of questionnaires sent out	163
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	75	23	2	0	0
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	56	38	6	0	0
The teaching is good.	81	17	2	0	0
I am kept well informed about how my child is getting on.	56	36	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	0	2	0
The school expects my child to work hard and achieve his or her best.	75	23	0	2	0
The school works closely with parents.	64	34	0	2	0
The school is well led and managed.	73	23	2	2	0
The school is helping my child become mature and responsible.	72	26	0	2	0
The school provides an interesting range of activities outside lessons.	64	30	4	0	2