

INSPECTION REPORT

**GOOSNARGH OLIVERSON'S CE PRIMARY
SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119564

Headteacher: Mrs K. Jackson

Reporting inspector: Paul Dennison
17736

Dates of inspection: 11 – 12 November 2002

Inspection number: 248034

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: Goosnargh Lane
Goosnargh
Preston
Lancashire

Postcode: PR3 2BN

Telephone number: 01772 865396

Fax number: 01772 865396

Appropriate authority: The Governing Body

Name of chair of governors: Mrs E Starkie

Date of previous inspection: 23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17736	Mr P Dennison	Registered inspector
11437	Mr A Anderson	Lay inspector
21893	Mrs V Brittain	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small, Church of England, voluntary aided school. It is situated in the village of Goosnargh, near Preston. There are 153 pupils on roll. They are taught in seven classes. There is no nursery class, although most children have had some pre-school education in local playgroups and nurseries. There is a wide range of attainment on entry to the school, although overall, attainment is above that expected for the age group. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs is broadly in line with the national average. Four pupils have statements of special educational need. There are three pupils from ethnic minorities and none who speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. Pupils achieve well and by the time they leave school, their attainment in English, mathematics and science is high. The headteacher, governors and staff work well together to improve the school and maintain the good standards. Teaching is very good and this helps pupils to make good progress. Staff ensure that all pupils are able to take a full part in all aspects of school life. The pupils have very positive attitudes to learning and are very well behaved. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well and standards of attainment in English, mathematics and science are good.
- The headteacher provides very good leadership and manages the school very well. She is well supported by governors and staff, who work hard to maintain and improve the good standards of attainment.
- The quality of teaching is very good. Classroom support staff make a very positive contribution to pupils' learning.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal development is very good.
- Pupils have very positive attitudes; they are very well behaved, work hard and are keen to learn.

What could be improved

- The recording of pupils' progress in subjects other than English, mathematics and science.
- The school playing field is badly drained and cannot be used for much of the year.
- The lack of private office space for the headteacher.

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. Improvement since then has been good. The results achieved by pupils in the national tests in English, mathematics and science at the age of 11 have improved. All the issues from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher and the hard work of the staff and governors. There are effective systems in place to track pupils' progress in reading skills. Good use is made of the library and a Reading Challenge activity to foster pupils' reading. The curriculum has been improved through the provision of a wider range of multi-cultural experiences. There are good systems in place to monitor health and safety. An outdoor play area has been provided for the reception class. The accommodation has been improved with a new classroom, a library and a computer suite.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

Pupils' performance in the 2002 National Curriculum tests for Year 6 pupils in English was above the national average. Their performance in science and mathematics was well above average. The test results between 1998 and 2002 have improved at a similar rate to the national trend. Pupils achieve well. On the evidence of the inspection, their attainment is well above the national expectations in all three subjects.

Children in the reception class make good progress. By the end of the reception year, attainment is above that expected nationally. Most children achieve the early learning goals expected for the age group and many are working on the early stages of the National Curriculum.

Pupils' performance in the 2002 National Curriculum tests for pupils in Year 2 was below the national average in reading, in line with the national average in writing and above average in mathematics. These results were affected by the number of pupils with special educational needs in that year group. These pupils have made good progress in relation to their prior attainment. Evidence from the inspection indicates that pupils achieve well and that standards in all three subjects are above the national expectation.

The school monitors and analyses progress and has set realistic but challenging targets for achievement at the end of Year 6. The targets set for English and mathematics in 2002 were surpassed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall. It has a positive effect on the progress and attainment of all pupils.

Lessons are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is very good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. Activities are well matched to the needs and abilities of the pupils. The curriculum is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good. The positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop. The school ensures quality of opportunity for all pupils.

The school provides a broad and well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities which motivate pupils.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track pupils' progress in English, mathematics and science.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors support the headteacher well. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The headteacher and governing body apply the principles of best value well as they consider cost, quality, service and efficiency in their decisions on the choice of goods and services, and obtain tenders for larger expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • The amount of homework provided for children. • The information they receive about their children's progress.

Parents expressed much satisfaction with the school's provision. The inspection team agree with their positive comments. Some parents have reservations about the provision of homework. Evidence from the inspection indicates that arrangements for the provision of homework are satisfactory. Some parents would like more information about their children's progress. There are opportunities to discuss progress during parent consultation meetings and teachers are also prepared to discuss concerns at any time. Annual written reports are also provided, however, these do not always include sufficient information about what children need to do in order to improve their attainment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and standards of attainment in English, mathematics and science are good.

1. There is a wide range of attainment on entry to the school, although overall, attainment is above that expected for the age group. In the 2002 National Curriculum tests for pupils in Year 6, the school results were above the national average in English, and well above the national average in mathematics and science. Pupils achieve well. On the evidence from the inspection, attainment is well above average in all three subjects. Pupils with special educational needs are well supported and they make good progress in relation to their prior attainment and the targets set in individual education plans.
2. The school has successfully implemented the National Literacy and Numeracy Strategies. This has resulted in good improvement in the quality of planning, assessment and teaching and is having a positive effect on standards. The good progress made is a result of clear planning, very good teaching and a very positive response from the pupils who work hard and show good levels of interest and concentration. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
3. Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Year 2, the vast majority of the pupils are confident and articulate. These skills are further developed in Years 3 to 6, where pupils' demonstrate the ability to listen attentively and contribute well to class discussion.
4. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing pupils with the necessary skills and strategies to tackle new words. By the end of Year 2, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Year 6, most pupils read fluently and with good expression from a range of texts. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and are able to discuss books and authors indicating their personal preferences.
5. Pupils make good progress in writing skills. Their work shows clear progression in their knowledge of parts of speech, use of speech marks, different tenses, and different writing styles matched to the needs of the audience. By the end of Year 2, pupils write in complete sentences, which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Pupils write

for a number of different purposes including creative, descriptive and poetry writing. They are familiar with parts of speech such as adjectives and choose words to good effect. By the end of Year 6, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Pupils extend their range of writing across the curriculum in a number of subjects. They are able to write descriptions, instructions and reports. Higher attaining pupils are able to compose sustained, well-organised pieces, which demonstrate accurate sentence construction, punctuation and grammar. They write complex sentences with consistent accuracy. They choose words carefully to persuade or describe, and their extended writing, in narrative or poetic form, is well organised and imaginative. Paragraphs are used to good effect, and punctuation and spelling are usually correct. High standards of presentation are expected and most of the pupils write clearly and legibly in neat joined script.

6. Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. They develop a mathematical vocabulary through well-planned activities. By Year 2, pupils carry out simple calculations accurately and have a good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
7. By Year 6, the majority of pupils of all abilities have a good knowledge of the number system. They can carry out calculations and are competent in long multiplication and division. Their skills in mental arithmetic are very good. They can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability and use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum. For example, pupils use skills of measuring and calculating to support their work in science and design and technology.
8. Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study and also develop early scientific skills such as the ability to devise their own experiments and conduct a fair test. Higher attaining pupils carry out their own investigations, record the results and explain their findings. By Year 6, pupils use accurate scientific vocabulary to describe what they know or observe. They present their results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons.

The headteacher provides very good leadership and manages the school very well. She is well supported by governors and staff, who work hard to maintain and improve the good standards of attainment.

9. The school is very well managed. The headteacher's very positive leadership provides clear educational direction for the school and this has a very positive effect on pupils' attainment. Senior staff provide very effective support. Governors, teachers and non-

teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. The headteacher's management skills are very good. She delegates effectively, empowering key staff and co-ordinators to fulfil their roles, and manages her own time effectively. She regularly teaches classes and groups of pupils, and this enhances her relationship with the pupils, and provides regular opportunities for her to informally evaluate the quality of pupils' learning.

10. A key feature of the leadership is the attention given to issues that are central to the success of the school such as the quality of teaching and learning and the standards that pupils attain. The headteacher has established a system of monitoring lessons to check their quality and to highlight any aspects of an individual teacher's work that need attention. This results in a culture of improvement as teachers make efforts to fine-tune their work.
11. The school's analysis of its own performance is another strength of the leadership. Staff are all expected to undertake a regular audit of what is going well and what needs development in the areas for which they have responsibility. This includes close scrutiny of test results to seek out areas of weakness, so that the next planning cycle can be used to remedy any gaps in the pupils' knowledge or skills.
12. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. Governors ensure that they are sufficiently informed to make useful contributions to deciding the school's development priorities. They do this by spending time in school whenever possible, attending training to keep up with recent initiatives, and meeting with staff to exchange views on what the school should be working towards next. This openness in development planning enables all key players to contribute views on forthcoming priorities and the result is a comprehensive improvement plan. This document sets out what the immediate and long-term priorities are, how much they will cost to put into place and how the effectiveness of the school's actions will be measured. Financial planning to support educational initiatives is good. The finance committee provides effective support for the headteacher in decision-making and uses the budget effectively. Careful financial planning has enabled the recent improvements to the accommodation making good use of the budget surplus which had accrued last year.
13. All staff have curriculum responsibilities. Co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring and evaluating the standards of attainment.
14. Daily management and organisation is efficient and unobtrusive. The administrator works hard to assist the smooth day-to-day operation of the school. This has a positive effect on the quality of learning and standards of achievement. Her office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.

15. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

The quality of teaching is very good. Classroom support staff make a very positive contribution to pupils' learning.

16. The quality of teaching is very good overall and effectively promotes the pupils' learning. Teachers plan and prepare their lessons thoroughly and take care to make it clear to pupils exactly what they are expected to learn. Pupils are successfully encouraged to be responsible about their work, and are given a good range of opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Good use is made of the resources available to provide interesting tasks which motivate pupils. Group work is skilfully organised to enable some groups to work independently, thus enabling the teacher to give more intensive support to others.
17. The main strengths of teaching in the reception class are the very good relationships between adults and children, combined with a very good understanding of the curriculum for the age group and of how young children learn. Staff work closely together as a very competent and effective team and this has a very positive effect on children's learning. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. A very good example was the work on snails. The teacher had introduced the subject through a story book, which was also used very effectively to reinforce work on days of the week and the names of a range of garden vegetables. The children then collected snails from the outside area and brought them into the classroom. Very good questioning enabled them to focus carefully on the snails and to observe them closely using magnifying glasses. A simple investigation into which food snails would prefer was set up and children recorded their work carefully through drawings. The children were very enthusiastic about the activity, helped by the interest and involvement of the staff. All children, including those with special educational needs, were well supported and thus able to take a full part in the activities.
18. Teachers throughout the school have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations, or providing a wide range of experiences in English. Lessons proceed at a good pace and are well-organised. Teachers often begin lessons by recapping on what pupils should already know from previous work. This sets the context for new learning and enables the teacher to pitch the lesson at the right level, or see if there is a need to reinforce a key point before moving on.
19. Teaching of English and mathematics is very good overall. Teachers have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. Mental and oral activities are used very effectively in mathematics lessons to provide appropriate challenge. Pupils in Year 2, for example, responded well to an oral activity when they had to count on and back in twos. The session moved at a lively pace and provided effective practice prior to the

main part of the lesson, which developed their understanding of multiplication using repeated addition. Work was well matched to the ability levels in the class.

20. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. A good example was observed in a Year 6 geography lesson, where pupils were developing their mapping skills and learning to locate places on an Ordnance Survey map using six-figure reference numbers. The teacher began the lesson by linking the activity to work done in mathematics on co-ordinates and had used maps of the local area to link with other geography work on coastlines. As a result, pupils were interested and involved in the activity and could see the relevance of what they were doing.
21. Classroom support staff are used very effectively and make a significant contribution to pupils' learning. A good example being the numeracy lesson observed in the Year 2 class when a very well planned and organised lesson was enhanced by the group work led by the teaching assistant. This helped all pupils to maintain their interest and concentration as they tackled a range of activities well matched to their needs and abilities. The very good relationships meant that pupils were keen to contribute to an activity which they enjoyed, and which helped them to develop good mathematical skills. Pupils with special educational needs were very well supported in a Year 3 English lesson as the teaching assistant ensured that they had a clear understanding of the activities and were thus able to play a full part in the lesson. Similarly, the support given to a younger pupil who has some difficulties with behaviour is helping to promote social development and enable full involvement in class and group activities.
22. Teachers show enthusiasm for the tasks in hand and this motivates pupils to want to learn. They have high expectations of what most pupils can manage. For example, in a Year 5 English lesson on how to write clear and useful instructions, the teacher expected pupils to offer their own ideas and explanations. This enabled them to demonstrate a good understanding of the task. Clear planning and well organised activities helped to make this a very successful lesson and pupils made very good progress.
23. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. They use praise and encouragement regularly to enthuse and motivate pupils who thus feel valued by the teacher. A good feature in many lessons is the whole-class teaching. Much of the teaching includes good exposition and explanations, and good questioning which promotes thinking. In a Year 6 science lesson on forces, the teacher began by checking pupils' knowledge and understanding before introducing well-planned activities which challenged pupils' skills of scientific enquiry. Excellent whole class discussion encouraged pupils to discuss problems and how they had resolved them. The teacher made very effective use of this as a learning experience for others in the class. High expectations from the teacher meant that pupils were made to think carefully about their work.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.

24. The school provides a broad curriculum which is relevant to the needs of the pupils. It is purposeful and often exciting. It is enriched with a range of extra-curricular activities, visits and visitors, which enhance many areas of pupils' experience.

25. Provision for children in the reception class is good. The curriculum is rich, broad and balanced and is securely based on the six areas of learning appropriate for this age group. It reflects the teacher's very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well-organised experiences which are closely matched to the children's level of development, and which challenge them to make progress. Particular emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities which support their progress effectively in all areas. For example, a parent who owns a local restaurant worked with the children to make pizzas. Staff used this experience to develop children's understanding and skills and it has been very well used as the basis for exciting role-play activities. The children now have their own 'Pizza Palace', where they design and make 'pizza', take orders and serve customers. The activity is used to develop speaking and listening skills, early writing skills and an introduction to money.
26. In Years 1 to 6, the school provides a good curriculum which fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress, and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The timetable is well balanced, giving appropriate allocations of time to subjects. The school has effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully. The school promotes pupils' intellectual development well, especially through the encouragement and opportunities given to them in most lessons to question and investigate aspects of the curriculum. This is particularly evident in mathematics and science. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities. Pupils are encouraged to make very good use of their reading and writing skills across a wide range of other subjects. There is good evidence of research skills being used in history and geography and pupils use an appropriately wide range of writing styles to record their findings. Drama is a strength of the school and pupils take part in a range of productions. These have included 'A Midsummer Night's Dream' and 'Macbeth'. The development of the computer suite has brought improvements in the use of information and communication technology to support learning in many subjects.
27. There are appropriate policies in place for all subjects, and the very effective long-term and medium-term plans ensure a continuous, progressive and systematic approach as pupils move through the school. Planning is thorough and work increases in challenge appropriately. There is a very effective programme for pupils' personal development.
28. The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. All pupils, including those pupils with special educational needs, enjoy equal access to the curriculum.
29. The curriculum is enhanced by a good range of activities at lunchtime or after school. Visitors to the school are used effectively to enliven the curriculum, and a wide range of visits is arranged for pupils. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

The provision for pupils' personal development is very good.

30. The school provides pupils with a secure, caring environment in which to work and play. Good procedures are established for child protection and for ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on their attitudes to their work and helps to develop their self-esteem and supports their progress. The children make a positive start when they enter the reception class, and they settle quickly and happily into school. The school makes good provision for pupils' welfare, health and safety. Teachers and support staff, know their pupils and their families well, are sensitive to pupils' needs and thus able to provide good personal support and guidance.
31. Pupils' personal development and behaviour are effectively promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. High expectations of behaviour and good classroom management are in place from the time pupils enter the school. As a result of the consistently effective opportunities they experience, the oldest pupils are mature and spirited learners, high in self-confidence. Pupils' high levels of personal development enable them to become very effective learners; they become valued members of the community, and are socially and morally aware of the impact of their actions on others. The school has a very effective programme of personal, social and health education. This provides pupils with regular opportunities to discuss issues related to health, relationships, the environment and citizenship.
32. The school has a strong Christian ethos which clearly reflects its mission statement which is 'to guide and support all children in the development of their individual abilities in a safe, caring Christian community.' Opportunities for spiritual development are good. Pupils study different faiths in religious education. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. There are strong links with the local church and the vicar is a regular visitor and leads assemblies. Pupils also visit the church for services each month.
33. Provision for pupils' moral and social development is very good. This is reflected not only in lessons, but in the school's general ethos and attitudes to the wider community. Adults in the school value the pupils' opinions and this helps to increase their self-esteem and confidence. Pupils have appropriate opportunities to exercise responsibility and they are encouraged to think about others. Participation in a wide range of educational visits, sporting activities and school performances plays a positive role in developing pupils' social skills. Through these activities, pupils are given opportunities to work as a team and to mix with other children and adults from within the school.
34. Principles distinguishing between right and wrong are promoted consistently well by all school staff. Pupils show respect for teachers, other adults and for each other. They are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together, valuing different ideas, working responsibly together to achieve a particular goal, and sharing resources fairly.
35. Cultural development is promoted well, with many opportunities for pupils to explore their own cultural heritage through their involvement in the life of their village. In religious education lessons and assemblies, pupils demonstrate a secure awareness of other faiths. They also learn about customs, festivals and celebrations of other cultures. Pupils enhance their learning and consolidate their understanding through regular visits

to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience.

Pupils have very positive attitudes; they are very well behaved, work hard and are keen to learn.

36. The positive features of pupils' attitudes and behaviour have been well maintained since the previous inspection. Pupils come to school eager and enthusiastic and this contributes well to the effective learning that is seen in the school. All pupils move around the school sensibly and quietly. Assemblies are delightful and have a calm, reverent atmosphere. The dining-hall is calm and well managed. The pupils are friendly and welcoming to visitors and keen to talk about their school. Pupils of different ages and gender mix well with each other and there is no inappropriate behaviour. It is a similar picture at breaktimes. These are well supervised, and pupils play well together. The behaviour of the pupils in lessons is very good, and enables them to make the most of all the opportunities provided for them.
37. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
38. In the reception class, children arrive happily and are eager to take part in the activities. Their confidence develops well and they quickly learn the routines of the class and demonstrate growing levels of independence. In Years 1 to 6, most pupils' behaviour is good in lessons and around school and they are mature in their approach to school. Most pupils, including those with special educational needs, have developed good work habits. They settle down to work quickly, concentrate well and work sensibly.
39. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident. Pupils play together well with older pupils, frequently helping to look after younger members of the school community.

WHAT COULD BE IMPROVED

The recording of pupils' progress in subjects other than English, mathematics and science.

40. Good assessment and recording systems are in place throughout the school for each pupil in English mathematics, and science. The school has worked hard to establish the procedures for these subjects which are sufficiently detailed to be useful but are manageable working documents. The school meticulously analyses results from a wide range of national tests. Staff use this information to track the progress of pupils as they move through the school. As yet these good procedures do not extend to all subjects. Procedures for monitoring pupils' attainment in other subjects are informal. The quality and use of day-to-day marking and assessment is good. There is close liaison between teachers at times of transfer from year to year to establish clear targets that they expect each member of the class to achieve in English and mathematics.

However, systems for recording pupils' progress or comparing standards with those expected for pupils of the same age are limited.

The school playing field is badly drained and cannot be used for much of the year.

41. The school has a good-sized playing field. Unfortunately, the drainage has deteriorated badly and the field is frequently waterlogged. Consequently, pupils are not able to make use of this facility for long periods of time. This restricts opportunities for outdoor games lessons and also means that pupils can only use the hard surface playground area at lunchtimes and breaks.

The lack of private office space for the headteacher.

42. Although the school accommodation has been considerably improved in recent years with the provision of additional classroom space, a library and a computer suite; the headteacher has no private office accommodation. She has to use the staffroom as an office. This creates problems when she needs to have confidential discussions with pupils, parents or other visitors. Her management role is also impeded by the lack of office space for storage of documentation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:
- (1) Develop systems to record pupils' progress in subjects other than English, mathematics and science.
(paragraph 40)
 - (2) Investigate ways in which the school playing field can be improved so that it can be used more frequently.
(paragraph 41)
 - (3) Investigate ways to provide private office space for the headteacher.
(paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	6	1	0	0	0
Percentage	7	47	40	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	153
Number of full-time pupils known to be eligible for free school meals	n/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	26

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	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	11	11	11
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	77 (74)	85 (89)	85 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	11	11	11
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	85 (95)	88 (100)	88 (84)
	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	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	11
	Girls	13	13	14
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	88 (96)	85 (93)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	14	13	14
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	88 (96)	85 (100)	96 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
150	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
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)	7.65
Number of pupils per qualified teacher	20
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	125

Qualified teachers and support staff: nursery

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

Financial information

Financial year	2001/2002
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	£
Total income	392,085
Total expenditure	380,405
Expenditure per pupil	2,392
Balance brought forward from previous year	27,763
Balance carried forward to next year	39,443

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

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
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 58.2%

Number of questionnaires sent out	153
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	0	1
My child is making good progress in school.	42	46	8	0	4
Behaviour in the school is good.	49	45	1	0	4
My child gets the right amount of work to do at home.	35	39	16	2	8
The teaching is good.	47	47	1	0	4
I am kept well informed about how my child is getting on.	33	44	16	4	3
I would feel comfortable about approaching the school with questions or a problem.	56	35	7	2	0
The school expects my child to work hard and achieve his or her best.	54	43	1	0	2
The school works closely with parents.	42	43	9	4	2
The school is well led and managed.	48	38	9	2	2
The school is helping my child become mature and responsible.	43	52	1	1	3
The school provides an interesting range of activities outside lessons.	48	40	8	0	3