

INSPECTION REPORT

**WOODPLUMPTON ST ANNE'S
CHURCH OF ENGLAND PRIMARY
SCHOOL**

Woodplumpton, Preston

LEA area: Lancashire

Unique reference number: 119576

Headteacher: Mrs A Miller

Reporting inspector: Mr M Newell
10638

Dates of inspection: 19th – 21st May 2003

Inspection number: 248036

Full 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:	Woodplumpton Road Woodplumpton Preston Lancashire
Postcode:	PR4 0NE
Telephone number:	01772 690460
Fax number:	01772 690460
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Davies
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10638	Mr M Newell	Registered inspector
9593	Mrs B Sinclair	Lay inspector
28076	Mr D Byrne	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Woodplumpton, about 5 miles from Preston in Lancashire. There are currently 104 pupils on roll with a slightly higher percentage of girls than boys. Only a small percentage of pupils, 4%, are eligible for free school meals and this is below the national average. Most pupils are of white ethnic origin with the percentage of pupils whose mother tongue is not English similar to that found in most primary schools. The percentage of pupils identified as having special educational needs is broadly average. The percentage of pupils with a statement of special educational need is above the national average. Although the children's attainment when they start school covers the full ability range it is above average overall. The school has very little pupil mobility with a very high percentage of pupils spending their full primary school years at the school. The school has been awarded Beacon status by the government in recognition of the high standards that the school achieves and the quality of education it provides.

HOW GOOD THE SCHOOL IS

This is an excellent school. The very good quality of teaching together with the excellent behaviour and attitudes of the pupils form a powerful combination which plays a significant role in the high standards that the school achieves and the good progress that all pupils make. The school provides an excellent range of learning opportunities and nurtures pupils' social and personal development in an impressive manner. The headteacher provides excellent leadership and management of the school and has played a pivotal role in the development of the school. She receives very good support from the deputy headteacher, a dedicated teaching and non-teaching staff and an effective Governing Body. The team spirit in school is excellent with all staff committed to achieving high standards. There is no sense of complacency. This is a school that is providing very good value for money.

What the school does well

- Pupils' attain high and over time very high standards in English, mathematics and science.
- The quality of teaching is very good across the school and this ensures that all pupils make good progress and achieve well.
- Pupils have excellent attitudes to learning, and behaviour across the school is excellent.
- The school provides an excellent range of learning opportunities both within and outside of the formal curriculum and makes excellent provision for pupils' personal and social development.
- The school has very good procedures in place for ensuring the welfare and well being of pupils and for assessing and tracking pupils' academic and social development.
- The headteacher's leadership and management of the school are excellent. There is an excellent team spirit and all who work at the school, and the Governing Body, are committed to providing a high quality of education for all pupils.

What could be improved

- The role that pupils play in setting their own targets for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1998. Standards in English, mathematics and science have improved. The quality of teaching is better, with a higher incidence of very good teaching. Pupils' attitudes and behaviour are better than at the time of the last inspection. Many of the strengths previously identified have been maintained and in many instances built upon. In terms of the specific key issues that the school was expected to tackle, planning for children in the Foundation Stage is now very good and makes sure that children benefit from a vibrant and exciting range of learning opportunities. Procedures for assessing and recording pupils' attainment and progress are far more manageable and make an important contribution to how well pupils achieve. Good procedures and strategies are now in place for monitoring the quality of teaching and learning which have helped to improve the quality of teaching and learning across the school. Although the headteacher has a significant teaching commitment, the school has been successful in reducing her work load by a more equitable distribution of management and administrative responsibilities to the school secretary and deputy headteacher, both of whom provide very good and valuable support to the headteacher. The school is not complacent or content to rest on its laurels. Instead it is a school that is constantly looking at ways to improve and because of this the school is particularly well placed to sustain the high quality of education that it provides.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A*	A	A*	A*	very high A*
mathematics	A*	A	A*	A	well above average A
science	A*	A*	A*	A*	above average B
					average C
					below average D
					well below average E

The above table shows that on the basis of the 2002 end of Year 6 National Curriculum test results, pupils' attainment is very high in English, mathematics and science and in the top 5% of schools nationally. When compared to similar schools, attainment is very high, in the top 5%, in English and science and well above average in mathematics. The table clearly shows that pupils' results have been maintained at this high level over time with the percentage of pupils exceeding the level expected of 11-year-olds being consistently high. Inspection findings show that standards for the present Year 6 pupils are not quite at this high level. This does not suggest a fall in standards but reflects natural ability differences in the groups of pupils. Standards are set to rise to a very high level in subsequent years. Pupils of all abilities throughout the school make good and often very good progress and achieve very well. The school sets challenging and demanding targets in literacy, numeracy and science and the school's trend of improvement has been similar to that found nationally. Test results over time for pupils in Year 2 show attainment to be often well above average in reading, writing and mathematics and in some years pupils attain very high standards which place the school in the top 5% of schools nationally. Inspection findings show pupils' attainment in reading, writing, mathematics and science to be well above average.

The attainment of children when they start school covers the full ability range and is above average overall. The very good teaching in the Foundation Stage means that children get off

to a flying start in their educational lives and by the end of the reception year, many pupils have achieved beyond and for some children, well beyond, the nationally recommended Early Learning Goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have excellent attitudes to learning and all that the school has to offer. These factors help to create an impressive and highly effective learning environment.
Behaviour, in and out of classrooms	Excellent. Behaviour in class and around the school is excellent and adds a great deal to the ethos of the school and how well pupils learn.
Personal development and relationships	Very good. The school sets very high expectations for pupils in terms of them taking responsibility and initiative for their own learning and in functioning as independent learners. Pupils invariably rise to the challenge. Relationships across the school are excellent.
Attendance	Good. Pupils love coming to school and this is reflected in the attendance rates which are above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 across the school and makes a major and important contribution to how well pupils learn and achieve. In the Foundation Stage, children are provided with many opportunities to learn through exciting and stimulating activities that are very well planned and resourced. Teaching strikes a good balance between providing children with opportunities to learn through practical, hands on and investigative activities and the direct teaching of specific skills such as early reading and writing skills. The children are very well prepared to start work on the National Curriculum programmes of study when they start in Year 1. The very good quality of teaching continues in Years 1 - 6. Reading and writing skills are taught very well and this enables pupils to become fluent and expressive readers and very capable and imaginative writers. Numerous opportunities are provided in mathematics and science for pupils to take part in problem solving and investigative activities which put their knowledge fully to the test. Teaching in other subjects, such as history, art and design, and information and communication technology is often of a high standard. The teachers' subject knowledge and enthusiasm are put to very good effect to motivate and challenge the pupils. Teachers bring the subjects to life and the pupils respond to this in a very positive manner which all helps to create an impressive learning environment where learning is fun. Throughout the school, teaching support staff make an excellent contribution to how well pupils learn and achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school provides a rich and vibrant curriculum which is enhanced by an excellent range of learning opportunities provided through visits and visitors to the school.
Provision for pupils with special educational needs	Very good. The school provides very well for pupils with special educational needs and pupils take a fully inclusive role in all aspects of school life. Pupils are supported very well and this enables them to progress at a similar rate to their classmates.
Provision for pupils with English as an additional language	Very good. Pupils take a very inclusive part in all aspects of the curriculum and in the life of the school as a community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school places a great emphasis on the personal as well as the academic development of pupils. The provision that the school makes for pupils' spiritual, moral, social and cultural development is of a high standard. The individuality of all pupils is recognised and celebrated. The pupils respond in a very positive manner to the high levels of expectation that are entrusted in them in terms of their independence and personal responsibility.
How well the school cares for its pupils	Very good. This is a very caring and supportive school where good quality procedures are in place to assess and track pupils' academic and personal development. The school has identified the need for pupils to be more involved in setting their own targets for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads and manages the school in an excellent manner and has played a pivotal role in the development of the school. She is very well supported by the deputy headteacher and a dedicated team of teaching and non-teaching staff who share her desire and commitment to sustain high standards and provide a high quality of education for all pupils.
How well the governors fulfil their responsibilities	Good. The Governing Body is very supportive of the work of the school, fulfils its statutory duties well and is effective in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	Very good. Good procedures are in place for monitoring the quality of teaching and learning and very good procedures are in place for analysing test and assessment data. These procedures have proved effective in improving both the quality of teaching and learning and in improving standards.
The strategic use of resources	Very good. The school makes very good use of all the resources at its disposal to enhance the quality of pupils' learning. Financial planning is of a high standard and the school applies the principles of best value very well when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy coming to school. • The quality of teaching and the progress that children make. • The behaviour in the school. • The approachability of the school. • The expectations that the school sets and how the school helps children to become mature and responsible. • How well the school is led and managed. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • Information relating to how children are getting on.

The vast majority of parents are proud and appreciative of the quality of education that the school provides. Inspection findings concur fully with these views, as this is an excellent school. A small percentage of parents would like to see more activities outside of lessons and more information about how their child is getting on. Inspection findings show that given the small size of the school, it provides a good range of extra-curricular activities and an excellent range of visits out of school. Information relating to how children are getting on is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attain high standards in English, mathematics and science

1. The quality of education that the school provides is of a high standard and this results in the pupils often attaining high standards by the end of Year 2 and Year 6. It is a school that shows a great commitment and determination to achieve and sustain these high standards over time whilst at the same time ensuring that pupils receive a very well rounded education where learning activities are provided across the full curriculum and where learning is fun and enjoyable. The school shows no signs of complacency and is never content to rest on its laurels. This is reflected not only in the 2002 National Curriculum tests for pupils in Year 6 where attainment in English, mathematics and science was very high, in the top 5% of schools nationally, but also in the fact that the school has often performed at this level over a period of 3 years. The school attains equally well when its performance is compared to schools in similar contexts. National Curriculum tests for pupils in Year 2 in 2002 showed attainment to be very high, and in the top 5%, compared to all schools and to schools in similar contexts. Over time results for pupils in Year 2 have often been well above average. Inspection findings show that the attainment of the current Year 6 pupils in English, mathematics and science is not quite at the same high level as it has been over time but is well above average overall. This does not represent a fall in standards but reflects the natural ability of the particular group of pupils which the school has been aware of since they started school. Standards at the end of Year 6 are set to rise to a very high level in subsequent years. Attainment at the end of Year 2 in reading, writing, mathematics and science is currently well above average. Throughout the school pupils of all abilities achieve very well and make consistently good and often very good progress.
2. Children get a very good start to their educational lives in the Foundation Stage and achieve very well. Children are provided with opportunities to take part in role-play activities, to plant seeds and observe them grow, make masks, develop a wildlife garden, pick out the attractive and less attractive features of their environment, paint and sing as well as regularly taking part in imaginative play activities and constructing a host of different models using a variety of different kits or materials. All these activities are provided alongside the very good teaching of specific reading and writing skills, such as the development of phonological awareness, letter formation and in developing children's numeracy skills and extending their knowledge and understanding of the world in which they live. Children benefit greatly from the teaching and curriculum provision that is geared especially towards them and by the end of the reception year many children have achieved beyond, and for some children, well beyond, the nationally recommended Early Learning Goals in all areas of learning.
3. The very good start that children make in the Foundation Stage is very effectively built on in Years 1 - 6. By the end of Year 2 and Year 6 pupils attain high standards in reading. In Years 1 - 2 pupils are introduced to a wide diet of literature that includes poetry, fiction and non-fiction. Phonics are taught very well and pupils quickly acquire a good level of understanding as to how sounds can be combined to create words and, in turn, sentences. Pupils are very well taught and reminded of the different strategies that they can use when they come across unknown words or phrases. This results in pupils confidently attacking new words. A great emphasis is placed on reading with expression and accuracy and pupils respond very well to this, often reading out loud with great clarity and in an animated and accurate manner. Pupils know how to use a

dictionary, an index and a glossary and this means that they can locate information at speed and they show a very good level of understanding of text that they have read.

4. This rigorous and systematic teaching of reading skills continues in Years 3 - 6. By the end of Year 6 many pupils leave school as very accomplished readers. Teachers continue to bring to pupils' attention the works of a wide range of authors, poets and playwrights. Pupils have read Shakespeare and Dickens, as well as many contemporary writers such as Milligan. Many pupils read with great confidence, understanding and empathy for the emotion and feelings that the author is attempting to evoke. Pupils are developing a high level of awareness that writers are often asking the reader to look and understand beyond the literal level of the text. Pupils are conversant with the skills of skimming and scanning and use these skills well when undertaking personal study or research or when taking notes in history or geography lessons. Pupils show a good level of understanding of how personification, figurative speech, use of metaphor or simply the effective use of punctuation can help to make a text come to life and capture the attention of the reader. The highest attaining pupils are equally as likely to transfer such techniques to their own writing and in doing so produce imaginative and captivating pieces of work.
5. Throughout the school pupils have very good speaking and listening skills. From an early age children are taught the importance of listening attentively. Whether listening to events that another child has been involved in over the weekend or listening to the book 'The Tiger That Came to Tea', children listen with high levels of attentiveness and already respect the contributions of others. The quality of their responses shows that they have listened and they use a good level of vocabulary when answering or framing questions. These skills are rigorously built on as pupils move through school. Pupils are provided with many opportunities to discuss, debate and to take part in question and answer sessions, which are a feature of many lessons. This level of discussion is apparent in many lessons. It could be about the colour range and techniques used by Monet, making an instrument in design and technology that produces a range of notes or how computers can monitor external environmental conditions. In all instances pupils use a high level of technical vocabulary, value the contributions made by their classmates and listen attentively to what others have to say, often modifying their own contributions after taking on board what others have said.
6. By the time that they leave the school, pupils are articulate, confident speakers and very attentive and studious listeners who are as confident in speaking to large groups, for example, during assemblies and in school productions, as they are in small groups. Pupils are also confident in talking about their feelings and emotions through the opportunities that are provided in Circle Time and Personal, Social and Health Education and are beginning to recognise the importance of persuasive argument in speech as evidenced by pupils' contributions in the School Council. For example, members of the council convinced the governors of the necessity for pupils to have water bottles in lessons and for girls to be able to wear trousers as an alternative to skirts in the winter months.
7. Writing standards are at a high level. The reasons why pupils attain so well in their writing is that they are directly taught the specific skills that are needed to write for a wide range of audiences and purposes. They are provided with good quality writing stimuli and opportunities are capitalised upon to extend pupils' writing skills in other areas of the curriculum. In the Foundation Stage and in Years 1 and 2 pupils are expected to write news, to write creatively and imaginatively, to write about their environment and to write about famous people in history in their own words, to name but a few. In all activities an importance is attached to ensuring that pupils recognise

and understand that different skills and techniques are needed for different types of writing. The importance of presentation, spelling and the use of imaginative vocabulary are all emphasised and the pupils respond very well and produce pieces of work that are of a high standard. These strengths continue to be developed in Years 3 - 6. Throughout these years, the progressive and systematic teaching of specific writing skills continues at a swift pace and the emphasis remains not only on the quality of the style, imagination and content of the work but also on presentation, accurate spelling, imaginative vocabulary and enlivening punctuation that adds a little zest to the pupils' writing. The pupils rarely fail to deliver both in specific literacy and writing lessons and in writing in other areas of the curriculum.

8. Standards in mathematics are high. In the Foundation Stage children are provided with every opportunity to take part in practical mathematical activities, such as ordering and sorting, playing with sand and water and gaining an understanding of capacity and measuring, and role-play activities which involve buying and selling items in the class shop. Alongside this, the teaching and development of children's numeracy skills in a more formal manner mean that by the end of the reception year children have already acquired good skills with many children carrying out calculations to 20 and beyond, they use a good mathematical vocabulary and have a good understanding of shape. This good progress continues in Years 1 - 6. There remains a strong emphasis on pupils learning through investigative activities.
9. By the end of Year 2 pupils have a good ability to solve word problems and are highly effective in transferring their number knowledge to solving real-life mathematical problems. Pupils have highly developed numeracy skills and a very swift recall of number bonds and early times tables. Pupils' understanding of shape, space and measure and of handling data is very secure. By the end of Year 6 pupils attain high standards because of the very good teaching and excellent attitudes of the pupils that are evident throughout the school. Pupils are taught the importance of choosing the right method of calculation. All elements of the subject are given sufficient prominence and importantly pupils recognise that there are different strategies that they can use to arrive at the correct answer. Pupils' mental agility skills are progressively developed. By the time that pupils leave school they are accomplished mathematicians. Their knowledge of place value is high. Pupils have a very good knowledge and understanding of shape, rotational symmetry, fractions and percentages, probability and data handling. Very good use is made of computers to enhance pupils' mathematical skills when used, for example, in monitoring changes in environmental conditions or in using spreadsheets to work out the cost of a party or a trip to the zoo.
10. Pupils attain high standards in science. In the Foundation Stage children gain a good knowledge and understanding of the world in which they live because of the opportunities that are provided for them to find out about their environment, about healthy eating and diet, and about life cycles of plants and animals. Children are already inquisitive about the world around them. This good start is built on in Years 1 - 6. Throughout the school a strong emphasis is placed on developing pupils' investigative skills alongside the systematic acquisition of scientific knowledge. In Years 1 - 2 pupils are taught the importance of good observational skills as they watch how the surface can impact on how vehicles and toys move. Pupils carry out experiments with different sounds, learning how sound travels and what materials can be used to insulate against sound. Pupils have good classification skills and explain well the criteria needed to define something as living as opposed to non-living. Pupils construct circuits well and have a very good understanding of the appliances that need electricity and that electricity can be used to move or heat things or light things up. By the end of Year 2 pupils' knowledge of all aspects of the subject is strong as is their ability to carry out

investigations and an early ability to use their knowledge to inform their predictions is established.

11. By the end of Year 6 standards remain high. Pupils have a thorough understanding of fair testing, use their scientific knowledge to explain very well why things happen as they do and pupils are confident in instigating and setting up their own experiments and scientific investigations. Pupils interpret results well and are very competent in recording their results in different formats, such as text, tables, graphs and charts, with pupils often deciding for themselves the best format to use. Many opportunities are capitalised upon to enhance pupils' mathematical and computer skills through the subject. Pupils have acquired a thorough understanding of evaporation, condensation and the properties of liquids, gases and solids. Pupils know how to separate mixtures and are fully conversant with the principles of reversible and irreversible change. Pupils know how plants reproduce and have a very good level of scientific knowledge with regard to materials, physical processes and forces. Throughout the school a very effective balance is struck between the advancement of pupils' knowledge alongside the desire to see pupils develop into highly effective scientific investigators.

The quality of teaching is very good across the school and this ensures that all pupils make good progress and achieve well.

12. The quality of teaching across the school is very good and, together with the excellent attitudes and behaviour of the pupils, this forms a powerful combination that makes a significant and important contribution to the good and at times very good progress of all pupils and to how well pupils achieve. The teaching is most effective in ensuring that the individual needs of all pupils are met, whether they are pupils with special educational needs or higher attaining pupils. In all instances great time and effort is put into planning tasks and activities that motivate and enthuse the pupils and in ensuring that tasks are demanding and challenging, irrespective of the age, maturity or ability of the pupils that they are targeted towards. During the week of inspection teaching was never less than good and was excellent in almost 10% of lessons and very good in over half of lessons.
13. The quality of teaching in the Foundation Stage is very good. Every activity is seen as a learning opportunity and with every task there is a specific learning objective or focus. A specific teaching point is taught very well and then a range of stimulating activities is provided, that reinforces and then pushes on the children's learning. For example, in a mathematics lesson, the children were learning about money in the main teaching input which was then followed by a stimulating range of learning tasks that included sorting coins, working out the cost of certain items, buying items in the class café and operating a challenging money program on the computer. In physical development lessons the teacher directly teaches the children the best way of throwing and catching which the children emulate to great effect. When studying fruit the teacher gets the children to use their literacy skills to describe in detail the texture, the aroma and the taste, encouraging them all the time to use an expressive vocabulary before setting the children off on observational drawings or fruit prints. All activities are well resourced and well planned, for example, when children have to find out which objects float or sink or which are magnetic. The choices on offer are quite challenging and force the children to really have to think before coming to a decision which they have to fully justify. Every opportunity is capitalised upon to get children to think things through for themselves and for them to take responsibility for putting away resources, getting their own snacks and milk and in dressing for physical education lessons. The early seeds of children becoming independent learners are planted. Alongside all the practical activities the

children are given a very good grounding in the basic skills of all the areas of learning. There is a very good balance struck between adult led and child initiated and organised activities. Good ongoing assessments are made which are used very effectively to guide future planning. Very good use is made of the high quality classroom support which makes a significant contribution to how well all children learn and achieve.

14. The quality of teaching is very good in Years 1 - 6 and makes a significant contribution to the high levels of attainment that pupils consistently reach in English, mathematics and science. Reading and writing skills are taught very well across the school. Evidence indicates that over time these skills are progressively and directly taught as the pupils move through the school. For the younger pupils, teaching ensures that phonics are very well taught and that strategies to help pupils with new words are taught and then reinforced at regular intervals. For the older pupils, teaching is very effective in adding higher order reading skills to pupils' repertoire. Pupils are directly taught research skills, how to skim and scan and how to look and read beyond the literal level. Whatever the age of the pupils, this level of teaching means that pupils quickly acquire the skills that enable them to become confident, expressive and accomplished readers.
15. A similar situation occurs in the teaching of writing skills. The teachers provide an exciting and vibrant range of writing opportunities and make sure that many opportunities are provided for pupils to write in their own words in different subjects of the curriculum. The real strength, however, lies in the manner in which specific writing skills are taught. The younger pupils in school are taught how to structure a story, introduced to a variety of story openings and endings and taught how to engage and then maintain the interest of the reader. These initial skills are then built on as pupils move through the school. Pupils are taught the criteria that are needed, for example, to write chronological or non-chronological text, how to write persuasively, how to build up tension or characterisation within a story, how to write a high quality biography and, importantly, how to capture and keep the attention of the reader throughout an extended piece of work. All of these skills are taught very effectively and help pupils to become very competent writers. Alongside this, the teachers throughout the school consistently emphasise the importance of good presentation, accurate spelling, the use of arresting vocabulary and how the imaginative use of punctuation can make the text leap off the page.
16. Within individual lessons teaching is often of a very good standard and at times excellent. Teachers use text very well to enthuse the pupils and, in an excellent lesson for Year 5/6 pupils, the pupils had to analyse in detail Lewis Carroll's 'Jabberwocky'. The pupils explored the language, the context and structure of the poem, really getting to the bottom of what feelings the poet was seeking to evoke. By the end of the lesson pupils had a far better understanding of the genre of nonsense poetry and put this to imaginative and creative use when writing their own nonsense poems on conversations between 'Zonks' and humans. In another lesson for younger pupils, the very clear and focused teaching style of the teacher and the very clear instructions as to how words can be combined to create patterns of sounds led to the pupils constructing a most humorous and completely pupil-initiated class poem. Work on limericks for pupils in Years 3 and 4 was equally effective. The choice of particular limericks immediately captured the interest of the pupils. The teacher carefully explained the structure of limericks and before long pupils had constructed perfectly formed and humorous limericks which followed the instructions and which were then read out loud with great expression and enjoyed by all the class. The quality of marking of pupils' work is often very good and at times excellent because of the time and effort that teachers put into

clearly and concisely outlining what a pupil needs to do to improve or explaining why a piece of work is of a high standard.

17. Teaching in mathematics and science is equally good across the school. Teaching in mathematics is challenging and demanding, Very good emphasis is given to pupils developing good mental agility skills, to developing a good base of knowledge and skills across all aspects of the subject and then putting these skills to the test in problem solving and investigative activities, where pupils often have to solve real life and meaningful problems, such as working out the cost for a trip or a party. Pupils throughout the school are expected to examine the different ways in which they can arrive at the answer to the problem. These ways are often examined as a whole class activity which enhances the learning of all the class. The mental openers, which are a feature of many lessons, are challenging and fun and thoroughly enjoyed by the pupils. Activities are well planned and questions modified to meet the needs of individual pupils. Teachers include many of the pupils in the question and answer sessions. Pupils know this and it keeps them on their toes. This level of interest, motivation and enthusiasm carries over into the main part of the lesson because teaching is interesting, focused and challenging, with a constant expectation that pupils will acquire and use a good level of mathematical vocabulary. Whether being taught the skills directly to check the reasonableness of an answer when problem solving, examining the different methods to add or subtract 3-digit numbers or converting fractions to decimals, teaching is sharp, activities carefully match the learning objectives and every opportunity is capitalised upon to extend and challenge pupils' thinking.
18. In science, teachers put much effort into developing pupils as scientific investigators as well as enhancing their scientific knowledge. All elements of the subject are taught in a good deal of depth and this enables pupils to gain a good understanding of things such as physical processes, materials and their properties and of forces. But alongside this, many opportunities are provided for pupils to experiment and investigate, to carry out fair tests, to hypothesise and to predict and, when they get older, for pupils to instigate their own investigations. For example, pupils had to instigate an experiment to find out the best material to make an ear defender against noise, before actually constructing the defender. In another class, pupils had to plan a fair test to find the pitch of different materials before making an instrument that could produce a variety of notes. In both instances the teachers made very good use of pupils' previous knowledge and experiences to help them in their quests. The end results were very successful.
19. In many other subjects, teachers throughout the school put their subject knowledge, enthusiasm and expertise to very good effect to motivate the pupils and to ensure that pupils' learning is really pushed on and extended. In information and communication technology, pupils are taught how to monitor environmental conditions and changes using sensors, how to use a control box, how to word process or merge text and graphics and how to effectively use computers to support learning in other subjects of the curriculum. Although interactive whiteboards have only been installed a short period of time, teachers are using them very effectively as a learning resource and they are being used very well to present learning materials in a variety of formats which captivate the interest of the pupils. There is some very good, and at times excellent, teaching in art and design. Pupils are provided with many opportunities to work with a range of media. In an excellent lesson for Year 5/6 pupils the teacher used her considerable subject knowledge of Arabic art to enthuse the pupils, who before long were noticing that Arabic art is based on repeating patterns, symmetry and vivid colours. The pupils then produced high quality wall tiles using their own ideas, but in the style of Islamic art. In another effective lesson the clear explanation and good learning resources enabled pupils to look closely at the style of Monet and then produce very

good finished paintings in the style of Monet. Teachers help history to come alive. In an effective lesson for Year 1 and 2 pupils on comparing holidays in the past and now, a carefully assembled range of artefacts, such as cameras, binoculars and swimwear helped pupils to gain a better understanding of the past and they were then eager to carry out their own research to find out more. In a lesson for Year 3 and 4 pupils, there was an excellent example of archaeological work carried out by the pupils where they had visited an old local mill. They had examined maps to locate where the different jobs were carried out and then there were gasps of excitement when they actually found artefacts that had been buried or hidden for over a 100 years. The follow up work in the class was excellent. Evidence indicates that across the curriculum teaching is as strong in many areas of the curriculum with a great emphasis given to pupils exploring and investigating across the curriculum and a good emphasis given to the foundation subjects as well as the core subjects.

20. The support staff across the school make a significant contribution to the learning of all pupils and, in particular, those that have learning or physical difficulties. They work very well with the teaching staff and provide a high level of support in many lessons and in particular in literacy and numeracy lessons. Where pupils are withdrawn for small group teaching, the level of support and teaching are of a high standard. The work is challenging and meets the needs of the pupils. Questioning is open-ended and sensitive to the needs of the pupils and the work that takes place is closely matched to the rest of the class where appropriate. The high quality of teaching means that all pupils are fully included in all aspects of the curriculum and ensures that individual needs are met. A great strength of the teaching is the management of pupils and the excellent relationships that exist between adults and pupils. There is a high level of mutual respect and adults and pupils clearly enjoy one another's company. These factors all help to make a highly effective learning environment and a great sense of community.

Pupils have excellent attitudes to learning, and behaviour across the school is excellent.

21. The pupils have excellent attitudes to learning. Pupils show a genuine thirst and desire for new knowledge and are very keen to do well. Pupils take an enthusiastic part in all lessons and in all activities that take place outside of the formal curriculum. Behaviour in class and around the school is of an equally excellent standard and these are all factors that make a significant contribution to how well the pupils achieve and to the quality of the learning environment and the ethos of the school.
22. These very positive attitudes and the high standard of behaviour begin in the Foundation Stage. The manner in which children are inducted into the class helps them to quickly adapt to the demands and routines of full-time education. From the outset the staff set high expectations of behaviour and achievement. This is done in a very sensitive manner, with adults gently cajoling children into carrying out simple tasks around the classroom, hanging up their own coats, putting away resources after they have used them and learning the importance of sharing resources. As the term progresses children are astutely guided towards making choices in their own learning. From an early stage children are encouraged to be independent learners. The children respond very well to the staff's high expectations. Children show very sensible attitudes to work and show high levels of concentration and are often seen working on tasks for prolonged periods of time. Children are soon sharing resources, working very well together and showing good levels of respect to adults and staff. They are only too ready to talk in animated detail about the work that they are doing. Behaviour is a great

strength, with children showing good levels of respect when classmates or the teacher are talking.

23. In Years 1 - 6 pupils' attitudes to work are excellent. Pupils take a full and active part in discussions whilst at the same time valuing the contributions of others. Pupils are very polite and courteous to adults and show a real desire to do well. They show high levels of enthusiasm in their work and are keen to acquire new knowledge and skills. Many pupils clearly recognise and value the importance of a good education. Pupils have a very strong work ethic. Once pupils have been taught a specific skill they show very good levels of enthusiasm in putting it to the test in activities that are provided for them. They listen most attentively to instructions and this means that once they go off to work there is no time wasted in tasks being explained again. Scrutiny of pupils' books show that they put a great deal of effort into their work both within individual lessons and over time. It is seldom that work is uncompleted. Pupils are always ready to take on board constructive criticism, whether it be verbal or written, and when they do so it leads to immediate improvement in either the presentation or the quality of their work. Many lessons are characterised by the high levels of interest and enthusiasm of the pupils and this adds much to the quality of learning that takes place.
24. Pupils enjoy taking part in practical and investigative activities. Pupils take part in a wide range of scientific and mathematical investigations. They have designed and made working clocks, made wall hangings, made picture frames and worked with a wide range of tools and media in art and design, to name but a few activities. Pupils are keen to put their own stamp of creativity and originality in these tasks or to find further things out for themselves. The harder the challenge, the more the pupils appear to enjoy it. Many examples are seen where pupils have carried out independent study or research at home or have built models with the skills that they have recently acquired. Pupils are equally secure in taking part in more creative activities and are always ready to offer their views and opinions about a piece of music or art, knowing that their views will be listened to, if not always agreed with. These factors often lead to lively, interesting and humorous debate which is enjoyed by adults and pupils alike. Pupils do not over rely on adult help or interventions and will readily use a dictionary, thesaurus or reference book to check out something that they are not sure of. Pupils are always ready to help out a classmate or to use one another as a source of support or guidance. This is particularly helpful when the teacher is working with a specific group of pupils.
25. Behaviour in school is excellent. The pupils are made fully aware of what is expected of them in terms of behaviour. Much emphasis is placed on the fact that pupils are responsible for their own actions and behaviour. Pupils quickly develop from an early age an understanding of the difference between right and wrong and a very good appreciation of the impact that their actions and words can have on others. Within lessons behaviour is often exemplary with many pupils very keen to discuss their work with visitors. Pupils act in a most mature and responsible manner at lunchtime, breaktimes and as they move around the school. Pupils play very well together and lunch and breaktimes are very pleasant and social occasions as well as an opportunity to run off steam. Even when play is boisterous, it is never more than over enthusiasm and pupils immediately cease when asked to refrain from, for example, kicking a football in a certain area of the playground. Pupils are always well supervised with many pupils engaging adults in good mannered and humoured conversations. Throughout the school all staff and pupils treat one another with high levels of respect, and relationships are excellent. All these factors add to the great sense of community which permeates the life of the school.

The school provides an excellent range of learning opportunities both within and outside of the formal curriculum and makes excellent provision for pupils' personal and social development.

26. The school provides a very broad and balanced curriculum that is considerably enhanced by the range of visits and visitors to the school. All subjects of the curriculum are covered in depth and the school provides an excellent range of vibrant learning opportunities where the pupils learn most effectively about history, the world in which they live, different faiths and beliefs from around the world and experience the more creative and imaginative aspects of the curriculum, such as music, art and design and design and technology. This is in addition to the in-depth coverage that is afforded to English, mathematics, science and information and communication technology. The school places a great emphasis on developing pupils' skills as well as their knowledge. A good emphasis is given to raising pupils' awareness of the dangers of drug misuse, about healthy lifestyle and about sex education. Many opportunities are provided for pupils to examine their feelings and emotions through circle time and personal, social and health education. As a result of all these activities and learning opportunities, pupils leave the school as very well rounded individuals whose personal and social development has been nurtured alongside their academic development and whose individuality has been recognised and celebrated.
27. The learning opportunities provided in the Foundation Stage are stimulating and interesting for all the children. Activities are constantly on offer for children to learn through hands on, practical activities such as playing in the sand or water, using good quality construction kits, interactive displays, role play areas, the class café, writing and number areas and areas where children can explore paint and colour. All these activities are on offer every day with a variance of child-chosen and initiated participation and more formal and structured interventions by adults. Children are encouraged to be inquisitive learners alongside the direct teaching of more formal and essential skills which together enable children to achieve well in an enjoyable atmosphere where learning is fun.
28. The formal curriculum in Years 1 - 6 is a great strength of the school. In art and design pupils learn about the work of famous artists, such as Holbein, Monet, Van Gogh, Pollock, Picasso, Turner and other famous artists. Pupils experience working with many different materials and media and learn a good range of artistic skills. Excellent use is made of art in nature, for example, to incorporate techniques such as collage, observational art, printing and tie dyeing. Pupils experience opportunities to work in three-dimension when making clay pots in an Egyptian style or when working in fabrics and producing wall hangings. In design and technology pupils design, make and evaluate a wide range of products that includes books, moving monsters, photograph frames, Tudor ship designs, money containers, alarms and devices that use electricity. In history pupils experience a wide range of topics covering Ancient Greece, Ancient Egypt, World War 2, the Tudors and the Victorians as well as some excellent work on local history. Pupils are provided with very good opportunities to develop their skills as historical investigators, to examine first and secondary sources of evidence and to examine why people in history acted as they did and why different periods of history are interpreted differently by different people. In geography the curriculum provision ensures that pupils develop a strong and informed knowledge of the wider world. Pupils are taught about many countries of the world, about climate, the rain cycle, rivers and mountains as well as developing good quality mapping skills. Pupils are provided with opportunities to discuss and evaluate the impact of issues such as poverty, conservation and how people's lives and experiences may differ from one country to another. All these activities make a significant contribution to pupils' spiritual, moral,

social and cultural development. In music pupils compose their own music, listen to and appraise music from different composers and from around the world and are given many chances to perform in class, in assemblies and in concerts and festivals. The school has a very good choir, with both boys and girls, which during the week of inspection was rehearsing for a festival. Not only was the quality of performance high, the quality of teaching and enthusiasm was inspirational and the pupils were enjoying every second.

29. The school is very keen to exploit the learning opportunities that arise out of visits and visitors. The pupils take part in an excellent range of visits that include museums, many places of historical interest, science activity centres, art galleries, environmental centres, nature reserves, Viking experiences, field trips in geography, churches and cathedrals, cotton mills and many more. Visitors to the school are plentiful and include representatives from the emergency services, artists, authors as well as many parents and members of the local community, who talk to the pupils about individual expertise that they may have or about their profession. In addition the school provides a good range of extra-curricular clubs that have included football, skittleball, recorders, brass, badminton, Latin, French and art. The school also provides residential visits for the older pupils in school. Such events add another dimension to the quality of pupils' learning as well as significantly enhancing their social development.
30. The school promotes pupils' personal and social development in an excellent manner. Pupils are constantly encouraged to be independent learners and to take initiative and responsibility. This they do with great relish and maturity. The expectations of the school are fully embraced by all pupils and this pays an important part in how well pupils achieve. But equally, pupils make a considerable contribution to the life of the school as a community. They carry out roles and responsibilities with great maturity. Pupils help prepare and return resources for assemblies, take out and return equipment for use in the playground, prepare classrooms for teaching, help out at lunchtimes as well as carrying out many tasks within class and around the school. Older pupils are looked upon by younger pupils as very good role models and are always ready to help the young pupils should they need any help. Pupils regularly help out at school fund raising events and take part in village and community activities. Pupils take it on themselves to raise money for charities, such as Christian Aid, Lenten appeals, and they sing carols at Christmas time to raise money for needy people. The school has recently instigated a School Council and this is proving to be very successful in bringing to the attention of the head and governors issues that are relevant and important to the pupils of the school. Already in a short time, the pupils have been successful in improving play equipment for the playground, gaining water bottles for use in the classroom and approval for girls to be able to wear trousers in the winter months.
31. The provision that the school makes for the spiritual, moral, social and cultural development of pupils adds significantly to pupils' overall personal development. Many opportunities are provided for pupils to reflect and to examine their feelings. Opportunities are often picked up on within lessons where spirituality in the world or instances of awe and wonder are recognised and celebrated. Assemblies are often uplifting experiences where there is a very strong sense of community and unity. Music is often used to quite dramatic effect to heighten the sense of occasion. Pupils' social and moral development are promoted very well through teaching and through the expectations that the school sets in terms of caring for one another, recognising the difference between right and wrong, in taking responsibility for one's own actions and recognising how inappropriate behaviour can impact on others. Pupils' cultural development is nurtured very well through the study of religions, both Christian and

non-Christian, through music and art from all over the world, including a very good example of Indian music and dance and a fund raising activity to support children in South Africa. Pupils have also studied the origins of the Willow pattern. All these activities for helping to prepare pupils for a life in a culturally diverse society are developed alongside activities which recognise and celebrate their own culture. The very good balance that the school strikes, whereby it capitalises on the learning opportunities both within and outside of the formal curriculum, does a great deal to advance pupils' knowledge, understanding and skills but equally adds a great deal to pupils' personal and social development.

The school has very good procedures in place for ensuring the welfare and well being of pupils and for assessing and tracking pupils' academic and social development.

32. The school places a very high priority on the welfare and well being of pupils. The school attains high standards on a regular basis and the attention that it gives to tracking pupils' academic progress has played an important role in maintaining these standards. The school is not just concerned about attaining high standards, it is equally determined to ensure that the welfare of pupils and their personal and social development are nurtured alongside their academic development. The school is very successful in this aim. The school is a caring, supportive and inclusive school where the academic needs of all pupils are met and where every pupil's individuality is recognised and celebrated and where pupils' social and personal achievements are rewarded alongside their academic achievements. The school promotes a very supportive environment where pupils of all abilities and differing ethnicity are challenged and supported to achieve their potential academically, socially and personally.
33. Very good procedures are in place to promote good behaviour and this is reflected in the standards of behaviour across the school, which are excellent. Very effective procedures are in place to deal with inappropriate behaviour should it occur and pupils are very aware of the rewards and sanctions that operate. All staff operate a very positive approach to promoting good behaviour and monitor closely the personal and social development of pupils and raise concerns immediately if any issues arise. Procedures are in place to monitor improvement and to keep parents fully informed and involved in the unlikely event that improvement is not secured. At lunchtimes pupils are very well supervised and there are good liaison procedures in place between the teaching and midday staff to discuss any incidents relating to behaviour. Pupils are reminded in class and in assemblies of the high expectations that the school sets in terms of behaviour and responsibility for one's actions. Very good opportunities are provided to discuss any issues relating to friendship, emotions or bullying through circle time and personal, social and health education and this serves to emphasise the importance that the school attaches to this aspect of school life. The school does much to promote the importance of good attendance, the impact that it has on pupils' learning, the need for punctuality and the need to try and avoid holidays in term time and this is mirrored in the attendance rates which are above the national average. The school is generally successful in its aims and this has helped to keep attendance at this level over time.
34. Very good procedures are in place to ensure the safety and well being of pupils within school. The headteacher is the named person for Child Protection and has received appropriate training. All staff are fully aware of the procedures to follow should an issue arise and there is also a named Child Protection governor. Procedures for risk assessment are just as effective. Staff are vigilant in monitoring health and safety

throughout the school and the health and safety governor and nominated teacher make regular assessments, with any issues identified being tackled in a most effective manner. Staff have attended training in health and safety and first aid and members of staff are named first aiders. The school ensures that pupils are instructed well in issues such as drug misuse and the school nurse visits school to talk to the older pupils about sex education. The school's concern for the wider welfare and well being of pupils is shown in the manner in which it promotes the safety of pupils by running initiatives and schemes linked with road safety, safe cycling and healthy eating. Discussions with pupils show that they greatly appreciate the care that all staff show for their welfare. Pupils know that should they have any cares or concerns they can approach any member of staff knowing that their worries will be listened to and acted upon with great care and sensitivity.

35. Very good procedures are in place for assessing and tracking pupils' progress and these procedures have played a significant role in helping the school to attain and sustain high standards. Children are assessed soon after they start school. This information is used very well to identify at an early stage children who may have special educational needs and is fed into curriculum planning to ensure that activities that are planned match the individual needs of all children. As pupils move through the school, very good procedures are in place for assessing their progress, particularly in English, mathematics and science. In addition to statutory tests, the school carries out many other tests and assessments. The information is analysed and used very well to target areas for improvement by individual pupils, groups of pupils or year groups. The information is used equally well to set targets. Again this target setting process covers targets set for individuals, groups of pupils and year groups.
36. Led by the headteacher, the school carefully monitors pupils' progress towards their targets. The question the school always asks is – "are all pupils achieving as well as they could?" All staff are very adept at picking up on pupils who may not reach the expected target or are on track to exceed it. In either case the headteacher ensures that support or extension work is provided and in most instances this has the desired effect. The school has already identified the need to evaluate ways of involving pupils more in setting their own targets and in monitoring progress towards them. The school analyses test and assessment data, taking into account factors such as gender or ethnicity, and picks up very well on any trends should they appear. Procedures for assessing and tracking the attainment and progress of pupils with special educational needs are equally good. The early identification of these pupils means that support is quickly targeted to where the need is greatest and the good quality individual education plans, together with very good teaching and support, ensure that the needs of these pupils are fully met. On-going assessment is used very effectively in ensuring that work is consistently matched to the needs of all pupils and in ensuring that the higher attaining pupils are stretched and challenged. The school is becoming increasingly effective in embedding in school practice assessment procedures in the foundation subjects of the curriculum, with pupils' performance being judged against level descriptors as outlined by national guidance.

The headteacher's leadership and management of the school are excellent. There is an excellent team spirit and all who work at the school, and the Governing Body, are committed to providing a high quality of education for all pupils.

37. The headteacher provides excellent leadership and management of the school and has played a pivotal and significant role in the development of the school since the time of the last inspection. She has an excellent and clear vision for the continuing

improvement of the school and shows a determination to ensure that the school continues to achieve high standards but at the same time ensuring that the personal and social development of pupils flourishes. The headteacher has been instrumental in establishing an impressive team spirit in the school where everyone shares a desire and commitment to ensure that each child fulfils their potential. The team spirit permeates the whole life of the school, with the quality of relationships between adults and pupils being excellent. This adds a great deal to the ethos of the school and there is a tangible sense of community and unity. The headteacher has a very good grasp of the strengths of the school and quickly and astutely identifies any areas that need to be improved. She receives very good support from the deputy headteacher in this area of the work of the school and any issues are fully discussed with the whole staff before they become embedded in school practice. The headteacher has quite a heavy teaching commitment each week and balances this very well with her leadership and management role. She leads by example in both her teaching and management roles and has gained the full respect of staff, pupils, parents and governors. The school has been awarded Beacon status not only for the high standards that it achieves but also for the manner in which the school is led and managed and this is further evidence of the excellent leadership and management qualities that the headteacher brings to the life of the school.

38. The school has made good progress since the time of the last inspection. All the specific issues that were identified were tackled in a rigorous, systematic and effective manner. As a result, significant improvements were made in the curriculum provision in the Foundation Stage, assessment procedures, procedures to monitor teaching and learning and in delegating more management and administrative responsibilities to the deputy headteacher and the school secretary. In addition, standards and the quality of teaching have improved and many of the strengths of the school have been maintained and in many instances enhanced still further. This is a school that is always looking to move on and never rests on its laurels and because of this, the quality of leadership of the headteacher and the commitment of all staff, the school is very well placed to sustain its high quality of education whilst at the same time always capitalising on opportunities to improve.
39. Good procedures are in place for monitoring the quality of teaching and learning. The headteacher and deputy headteacher have carried out many lesson observations and have provided formal feedback. Co-ordinators and Local Education Authority advisers have carried out lesson observations. The staff regularly scrutinise pupils' work and areas for improvement are then included in the School Development Plan. Very good procedures are in place for analysing test and assessment data. The information is used very well to identify areas for improvement and to set targets for individual pupils and for year groups. Pupils' progress towards these targets is carefully tracked. The effective procedures for monitoring teaching and learning and the very good procedures for assessing, analysing data and then tracking pupils' progress have made a significant contribution to the high levels of attainment that pupils reach and the good and often very good progress pupils of all abilities make.
40. The Governing Body plays a good and effective role in the leadership and management of the school. Governors have a good grasp of the strengths and areas of development for the school and fulfil their statutory responsibilities well. Many governors visit the school on both a formal and informal basis. A number of governors have observed lessons in subjects such as literacy, numeracy and information and communication technology. When formal visits are completed a report is fed back to the full Governing Body. Governors are very involved in the ratification of policies and in the close monitoring of spending. Governors' awareness of life in school is further heightened by

presentations from the headteacher and other members of staff on different aspects of school life. Governors are actively involved in target setting, deciding priorities for school improvement and in holding the school to account for the quality of education that it provides. Relationships between the Governing Body and the school are very good and add another layer to the community spirit and team work ethic of the school.

41. The School Development Plan is a very good quality document and is drawn up after consultation with all staff and the Governing Body, and the setting up of the School Council presents pupils with an opportunity to contribute to the process. The plan accurately identifies the areas that the school needs to address over time to sustain the high quality of education that it provides. Financial planning is of a high standard and there is a very good link between identified educational priorities and spending patterns. Long term financial planning is firmly established to take full account of factors such as falling rolls. Good procedures are in place to assess the impact of major spending decisions on standards and the quality of learning. The school makes very good use of all available funds and resources at its disposal to ensure that they have their biggest impact on standards of attainment and pupils' achievement. The school applies the principles of best value very well when purchasing goods and services. The school secretary provides very good levels of administrative support which enable the head and staff to carry out teaching and management roles very effectively and also for the school to run very efficiently on a day-to-day basis. Taking all factors into account, this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

The involvement of pupils in setting their own targets for improvement.

42. The school analyses test and assessment data in a very effective manner and takes full account of factors such as gender and ethnicity. The information is also used to set targets for individual pupils, for groups of pupils and for year groups. The manner in which the school has carried out such analyses over time has played a significant role in helping the pupils to consistently attain the high standards that it does. At the present time, however, pupils are not actively enough involved in setting or negotiating their own targets for improvement. Opportunities for sharing with pupils moderated portfolios of work where pupils could see exactly what they need to achieve at a particular level are not provided and pupils with special educational needs do not take an active role in formulating targets that are set for them in their individual education plans.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the excellent quality of education that the school provides the Governing Body, headteacher and staff should:

- **provide more opportunities for pupils to be actively involved in setting their own targets for improvement.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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	2	12	9	0	0	0	0
Percentage	9	52	39	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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	104
Number of full-time pupils known to be eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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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	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (93)	100 (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	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	100 (93)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	94 (95)	94 (95)	94 (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	14	15	15
Percentage of pupils at NC level 4 or above	School	88 (95)	94 (95)	94 (95)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

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
98	0	0
0	0	0
1	0	0
0	0	0
1	0	0
3	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
0	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)	5.0
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	91

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0.3

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	303 412
Total expenditure	294 034
Expenditure per pupil	2 748
Balance brought forward from previous year	58 560
Balance carried forward to next year	67 938

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

104

Number of questionnaires returned

73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	49	47	4	0	0
Behaviour in the school is good.	69	30	0	0	1
My child gets the right amount of work to do at home.	45	47	5	0	3
The teaching is good.	69	30	1	0	0
I am kept well informed about how my child is getting on.	41	49	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	0	1
The school expects my child to work hard and achieve his or her best.	78	19	3	0	0
The school works closely with parents.	50	43	7	0	0
The school is well led and managed.	77	21	2	0	0
The school is helping my child become mature and responsible.	67	31	1	0	1
The school provides an interesting range of activities outside lessons.	38	42	11	3	6