

INSPECTION REPORT

RUSH COMMON SCHOOL

Abingdon

LEA area: Oxfordshire

Unique reference number: 123070

Headteacher: Mr John Fisher

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 2-3 June 2003

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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
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Hendred Way Abingdon
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Malcolm Wright
Date of previous inspection:	6/10/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rush Common Primary School is situated in the town of Abingdon. There are 418 pupils on roll made up of 215 boys and 203 girls. The school has fifteen classes for pupils from reception to Year 6. The pupils come from private housing in the vicinity of the school but also a small group of pupils with a hearing impairment travel to the school from other parts of Oxfordshire. The school site houses the South Oxfordshire Resource Base for Pupils with Hearing Impairment. Most of the pupils come from a white UK heritage and the rest come from a range of other ethnic backgrounds. There are 19 pupils who speak English as an additional language, none of whom are at an early stage of learning English. Languages spoken are Chinese, Gujarati, Urdu, Russian and Japanese. The percentage of pupils identified as having special educational needs (11 per cent) is below the national average and there are nine pupils with a Statement of Special Educational Need. Twelve pupils are eligible for free school meals, which is below the national average. The attainment of pupils on entry to reception is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school and it provides a high quality of education. Leadership and management are excellent and the teaching is good. Standards in English, mathematics and science are high. All pupils benefit from what the school provides. They become very mature, responsible and enthusiastic ambassadors for their school. The school provides very good value for money.

What the school does well

- By the time the pupils leave the school, standards are well above average in English, mathematics and science.
- Leadership and management are excellent.
- The provision for art and design, music and physical education is very good.
- The provision for pupils' moral, social and cultural development is excellent and the provision for pupils' spiritual development is very good.
- The high quality of education in the reception classes.
- The excellent behaviour and positive attitudes of the pupils.

What could be improved

- The pace and timing of some lessons in Years 1 and 2.

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 October 1997 and it has made very good improvement since then. Since the previous inspection standards have been maintained in English and mathematics and they have improved in science. All the issues from the last inspection have been very well addressed by the school. Assessment procedures are now good and so is lesson planning and clear learning objectives for lessons are identified. The monitoring of teaching by subject co-ordinators is very good. The school now collects and analyses data on pupils' attainments, the quality of teaching and the sufficiency and quality of learning resources in each National Curriculum subject and religious education in order to inform the school development plan. Collective acts of worship meet statutory requirements. The school is in a very good position to improve further.

STANDARDS

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

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

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

The school sets itself challenging targets and achieves them. Standards in English, mathematics and science at this school are high and have improved over the last three years. Inspectors confirm the picture presented by the test results. The tests for pupils aged seven for 2002 show that standards were below average in reading and average in writing, mathematics and teachers' assessment in science. In comparison to those schools with a similar intake of pupils, standards were below average. Indications from the tests for seven-year-olds in 2003 and inspection evidence show standards to be higher this year. Inspectors found standards this year are above average. The school expected the results in 2002 because of the overall ability of the year group and has made sure that these pupils receive extra support this year to catch up. During this short inspection, there was evidence that standards in art and design, music and physical education are also high but time was too limited to make a thorough check on pupils' standards by the end of Years 2 and 6. Because of the nature of the inspection, it is not possible to make reliable judgements on standards or achievements in other subjects. The children in reception achieve above the expected levels for their age and their progress is good and often very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children in the reception year and pupils in Years 1-6 have very positive and enthusiastic attitudes to all aspects of their life at school.
Behaviour, in and out of classrooms	Excellent. Pupils show high levels of respect for adults and other children. They are well behaved and polite at all times.
Personal development and relationships	Very good. Pupils work very effectively together. They take on responsibility very well and are mature and trustworthy young people. Relationships are excellent.
Attendance	Very good. Rates of attendance are consistently above the national average and unauthorised absence is never any more than that expected nationally.

TEACHING AND LEARNING

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

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

Overall teaching is good. The quality of teaching and learning are very good in the reception classes and in Years 3-6. The skills of literacy and numeracy are taught effectively. Very good or excellent teaching was observed in English, mathematics, art and design, physical education and the reception classes. Good lessons were also observed in science and ICT. The school meets the needs of all pupils very well. An excellent feature of teaching is the imaginative planning which arises from a very good knowledge of the subjects taught. Another strength is the quality of teaching for pupils with special educational needs and also for those pupils who are more able. Pupils put a large amount of intellectual effort into their work and show deep interest and concentration in what they are doing. They take their work seriously. Although teaching is good in Years 1 and 2 there are some satisfactory lessons which can take too much time or teachers take too long talking with the pupils and not involving them at a sufficiently challenging pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich, varied and inclusive curriculum for all its pupils. There is an excellent range of visits and activities outside of lessons. The curriculum for art and design, music and physical education is particularly good. The school's partnership with parents is excellent.
Provision for pupils with special educational needs	Very good. Pupils receive very good support which is very well planned to suit their individual needs. There is very good provision for a small group of pupils who have a hearing impairment. The school identifies the gifted and talented pupils well and ensures that they are kept well challenged and motivated.
Provision for pupils with English as an additional language	Good. The school receives good support from outside agencies which ensures that all pupils' needs are appropriately identified and their progress monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The provision for pupils' moral, social and cultural development is excellent and the provision for pupils' spiritual development is very good.
How well the school cares for its pupils	Very good. Pupils are cared for within a very well organised and very caring school community where there are high expectations and strong staff support. Procedures for assessing the pupils' progress are well developed and assessment is well used to plan future work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Leadership and management have an excellent effect on the quality and standards of education. High quality leadership is provided by those with management responsibility who inspire, motivate and influence staff and pupils.
How well the governors fulfil their responsibilities	Very good. Governors show much commitment to supporting the work of the school. They monitor the school's performance very effectively.
The school's evaluation of its performance	Very good. The school has established a very effective system of monitoring and evaluating its performance.
The strategic use of resources	Very good. The school manages and uses its resources very well and priorities for development are appropriately financed. Best value principles are applied well to the purchase of 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 school is well led and managed• The school expects their child to work hard• Their child likes school and is making good progress• The teaching is good	No significant areas

The inspection team fully agrees with the very positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time the pupils leave the school, standards are well above average in English, mathematics and science.

1. By the age of eleven, standards are high in English, mathematics and science. Standards in English and mathematics have been maintained at these high levels since the previous inspection and standards in science have improved significantly. The National Literacy and Numeracy Strategies have been implemented effectively and ICT is used very well to improve pupils' skills. The results for the national tests 2002 for pupils aged seven were disappointing but expected and were below average in reading and average in writing and mathematics. Standards were below average when compared to similar schools. Since then the school has carefully monitored these pupils' progress. They have identified that this cohort was of a lower ability in reading and have since implemented an effective 'catch up' programme for them in Year 3 and monitoring shows that they are now catching up well. Indications from the tests for 2003 suggest that standards by the age of seven are above average in English and mathematics and science and inspection evidence agrees with this. Standards in science have made a good improvement from the previous inspection. Pupils, including the more able and those who speak English as an additional language, make very good progress in Years 3-6 and good progress in Years 1 and 2. Pupils with special educational needs, including those pupils who have a hearing impairment and those who are have a Statement of Special Educational Need, make very good progress because they are very well supported and have clear targets to help them improve.

2. In English, pupils attain high standards by the time they leave the school. Standards have been maintained since the previous inspection. Pupils read, write and communicate with enthusiasm, confidence, fluency, accuracy and understanding. They speak in a range of contexts and respond appropriately to others. Drama makes a good contribution to the standards the pupils achieve and there is a drama club. Pupils of all ages talk confidently with visiting adults. Pupils in Year 2 are reading with increasing fluency and expression and have positive attitudes to reading. They visit the library regularly and they know how to find information from books. They write across a good range of styles. Year 1 write a letter to 'save the whale' and also invitations to the bear's party. There are very good links to history. Year 2 write a letter from a nurse working for Florence Nightingale saying how much they disliked the job because of the conditions. They make good progress in writing independently and many use a neat and joined handwriting style. By the end of Year 6, pupils' high standards of writing are evident. They can write sustained stories with a good attention to characterisation and plot. The writing is lively and thoughtful and shows a very good knowledge of grammar and punctuation. An average pupil writes 'slowly and curiously they went in'. Pupils write reports, articles, diaries and poems. In more good links with history, pupils prepare interview questions. A less able pupil writes in preparation for an interview about World War II and asks 'Did you celebrate Christmas or not?' Pupils compare the writing of Chaucer's English to a modern translation. The more able write excellent pieces of creative writing an example of which is 'Sarah's face came alive as if lit by an inner flame, her sapphire eyes flashing like miniature suns'. Pupils are proficient readers and after reading the poem 'Jabberwocky' they make up their own nonsense words and define them as in a dictionary. Their spelling is very good and handwriting is joined, clear and fluent. Work is presented neatly with very good attention to the layout.

3. Standards in mathematics are high by the end of Year 6. ICT is used very well and data handling is very well developed throughout the school, especially in the older classes. Pupils develop flexible approaches to problem solving throughout the school. By the end of

Year 2, indications from test results and inspection evidence suggest that standards are above average this year. Pupils are good in using number facts and in responding quickly to mental arithmetic questions. They develop a good range of strategies for mental work and explain them to others. Pupils are quick to double numbers up to ten and then halve them. They do simple multiplication and division. They estimate and measure in centimetres and kilograms and have a good understanding of an angle as a measure of turn. They make good progress in data handling and do a pictogram of their favourite 'Smartie' colour. They know some of the properties of three-dimensional shapes. Their work is well marked and presented. Pupils in Years 3-6 are set for mathematics and this has a good impact on the standards achieved. ICT and data handling is very well used to support the work in mathematics and a good example was when pupils checked the frequency of vowels in a piece of text. There are very good links with other subjects such as art, science and physical education. Teachers use time targets very well to challenge the pupils. Pupils in Year 6 make very good progress in mental calculation. In the lower set the pupils find a pattern in numbers from the 3X table and in the highest set the pupils efficiently explain to the class how they have worked out a 'Countdown' number. Pupils competently calculate area and volume and the more able use a protractor to measure and draw an angle to the nearest degree and then use their knowledge on angles to produce a formula. The standard of recording work in books is very good and marking challenges the pupils to improve.

4. Standards in science are also high. This is because teaching is very well planned and challenges the pupils well. By the end of Year 2 pupils investigate forces and identify the change when wax is melting. They investigate on which surface a coin will travel furthest and make predictions recognising that a smooth surface is the best. In their study of plants they visit the nature reserve. Most can identify the characteristics of plants and the more able can explain the function of roots well. There are very good links with mathematics when they construct a graph to show how far a toy car will travel and do bar charts to show how much they ate in a day. They show understanding of how to make a fair test and the more able pupils explain this very well. All groups of pupils make good progress. They are good at recording their observations. Year 3 pupils use the computer microscope to observe rocks such as amethyst, flint and chalk and say why they think which rock is the hardest. By the end of Year 6 scientific procedures are well established. Pupils are very good at making predictions, justifying them and designing tests. They have a very good knowledge of food chains and soluble and insoluble solutions. There are very good links with design and technology when the pupils plan a healthy eating meal following a design specification. Pupils give clear explanations for irreversible change. They research insect pollination of plants and test whether seeds need nutrients and minerals from the soil to germinate. More able pupils have a good understanding of the function of blood cells.

Leadership and management are excellent.

5. The headteacher and management team provide excellent leadership and share a very clear vision for the future of the school. They work closely to determine the strategic and educational direction of the school, with priorities established on the basis of clear analysis of pupil performance data from a range of sources. The areas for improvement are incorporated into a comprehensive and carefully budgeted school improvement plan. The headteacher has the full confidence of governors, parents, staff and pupils. The school is very popular and well respected by parents and pupils. There is an excellent dialogue with parents who contribute ideas for the future development of the school through the class parent representatives. The school has made very good improvement since the last inspection. The school development plan now clearly uses information on pupils' attainment and the quality of teaching when deciding on its priorities. The plan is evaluated with care and future priorities are well identified. The monitoring of teaching by subject co-ordinators now makes an excellent contribution to the development of teaching and the curriculum. Analysis

of data on pupils' attainment and progress is thorough and informs the school development plan very well.

6. Subject leadership is very good with some excellent features. The coordinators for English, mathematics, science, art and design, music and physical education have an excellent subject knowledge, which is reflected in the high standards and the rich variety of work seen around the school. The specialist knowledge of these coordinators makes a significant contribution to the standards achieved and the quality of the curriculum. In all these areas pupils achieve very well and gain a deep enjoyment and appreciation of the subjects. The monitoring of teaching and learning in the school is very good and covers all subjects. The school keeps detailed records and uses them to ensure improvement. The comments in the monitoring file are analytical and deal with why things work. Aims are stated for each focus for monitoring such as writing, scientific enquiry, music composition or physical education across all year groups. The leadership and management of the foundation stage and of pupils with special educational needs are also very good.

7. The governing body is very well informed and governors are very effective in fulfilling their statutory duties. The governing body know clearly what is happening in the school. They are active in shaping the direction of the school and take a full part in formulating school development. There is a regular visiting programme and meetings with subject coordinators and all action plans and an analysis of available data is monitored carefully.

8. Secretarial staff and the finance officer contribute very well to the efficient management of the school. The school site manager maintains the school in a clean condition and plays a very active part in the daily life and running of the school. The finance officer keeps very effective records, using information technology, on many aspects of the school such as budget statements, assessment records and the pupils' progress and attainment.

The provision for art and design, music and physical education is very good.

9. The quality of the curriculum provided by the school is very good, especially in art and design, physical education and music. All creative arts are valued and the school works hard to ensure pupils experience an exciting and stimulating programme of creative art. The high standards observed during the inspection in art and design, music and physical education reflect very good and often excellent teaching. These subject areas all make an excellent contribution to pupils' spiritual, moral, social and cultural development.

10. Art and design is used to enrich all areas of the curriculum and there is a clear progression in skills as pupils progress through the school. The school benefits from the specialist knowledge and enthusiasm of the co-ordinator who ensures pupils experience an exciting and interesting programme of work. Throughout the school striking displays of pupils' artwork enrich the environment. Pupils' work is imaginative and well above average. Year 2 pupils use pastels well to capture the features of the headteacher. Pupils in Year 3 produce metallic Egyptian Mummy cases using gold and decorative collage. Pupils in Year 5 create wood trees using birch wood and their own individual decoration. Pupils use pastels and have learnt to confidently blend and combine colours to produce depth in their work. Pupils in Year 4 have a very good understanding of the style and work of Claude Monet, they know he was an impressionist painter and can talk about the style of his work. Pupils in Year 6 use vibrant colours and create collage pictures inspired by Kuna Indian textiles from Panama. Aboriginal patterns and artwork are used by pupils in Year 4 as a stimulus for their own stunning group collage pictures. Pupils produce high standards because teaching is often excellent and constantly challenges them to consider the style, colour and shapes. There is excellent support from parents. Pupils are totally involved in their work as they create their own

impressive interpretation of Monet's work. A pupil with special educational needs is guided and supported to produce the artwork alongside others. There is very good use of ICT. Artwork is enriched by visiting artists such as the digital artist who helps Year 6 create digital images. Pupils use the computers to produce attractive digital images using a web site. A visit to Pitt Rivers helps Year 2 pupils to use colour boldly to produce their own masks. Visits to the natural history museum are used to inspire work using pastels. All classes have at least one or two visits per year to gain stimulus. Visits to the arboretum, London Aquarium, Natural History Museum, and Botanical Gardens all help to enrich the art experience. There are excellent links with the local community through the Abingdon Partnership. The headteacher has encouraged the co-ordinator to develop strong links with local schools and professional artists. The school has produced excellent paintings and art work based on the theme of fire and water which are displayed in county hall. The school's artwork is used on posters to show work with the advisory art service. Pupils observe and discuss the energy, colour and shape of fire before they attempt to capture it on paper. The school site manager builds and lights a bonfire so pupils can observe and record their observations and feelings about fire. The school exhibits locally and throughout the county.

11. The physical education curriculum is enriched by a range of clubs and activities. Visiting dance artists help pupils experience a range of dance styles including jazz and Indian. The school has gained an Active Mark Gold award. The dance and gymnastics club are very well attended with a very good level of performance and interest. Pupils learn and help to choreograph dance phrases for a cat dance. Year 1 pupils skip with well developed coordination. All pupils observed demonstrated a good level of physical fitness. Year 3 pupils demonstrate well above average coordination and running skills. They all know the teaching points and can talk about how to field a ball. They describe the position of the hands and knees and they know eyes must be kept on the ball. Their ability is well above average. They cooperate well with a partner and their bat and ball skills are very well developed. There is a very good emphasis on quality in gymnastics. Year 6 pupils are challenged to create a partner sequence and to explore ways to travel over their partner using their partner for support. Pupils use their imagination well in response to creative tasks given. There is also a good range of other physical education clubs including tennis and athletics.

12. Although no music lessons were observed during this short inspection, inspectors were treated to listening to singing in assemblies and club practices. The quality of singing is well above average because the coordinator has such high expectations. During the regular choir practice pupils are encouraged to sing a range of challenging songs from memory. The school displays contain good evidence of the high attention the school gives to the subject. There are excellent opportunities for pupils to use their imagination. Year 6 produce musical compositions and record the melody and rhythm using a range of notations including musical notation. There are strong community links through music with the school choir and their association with local churches, the local music association and school and public performances.

The provision for pupils' moral, social and cultural development is excellent and the provision for pupils' spiritual development is very good.

13. The school develops an excellent climate within which all pupils can grow, respect others and be respected. The school has continued to improve the very good provision identified in the last inspection. All subjects of the curriculum and out of school activities contribute very well to the pupils' spiritual, moral, social and cultural development.

14. Acts of worship now meet statutory requirements. Pupils have the opportunity to explore values and beliefs and to understand human feelings and emotions and to reflect on them in a spiritual way. In assemblies older and younger pupils discuss the theme of caring

and younger pupils act out the story of the 'Good Samaritan'. While reading books to the children in reception, the teachers encourage the children to consider how the characters are feeling. Teaching styles encourage pupils to ask questions about, and take pleasure in, their world. In art and design all pupils work with absorption and learn to enjoy the pleasure of appreciating and creating art forms. In science lessons there is a strong emphasis on caring for living things and understanding their world through scientific investigation. After their visit to Canadian schools, the teachers, through assemblies, encouraged pupils to have respect for local knowledge when you travel.

15. The pupils' moral development is excellent. All staff in the school are good role models. Pupils have clearly been taught the difference between right and wrong and to take responsibility for their actions. There are positive and consistent strategies for promoting good behaviour and helping children manage relationships. The pupils are involved in discussion over unacceptable behaviour and the resulting issues. Pupils are polite and sensitive to the needs of others. The school actively develops a very good climate within which all pupils can grow, respect others and be respected. The school council meets regularly and each class has opportunities to set their own rules. Parents at the meeting were very pleased and appreciative of the opportunities offered by the school for their child to help make the rules and to discuss problems with each other. At major school events the pupils will organize stalls and raise money for charity.

16. The pupils' social development is excellent. Pupils cooperate very well in the school and the playground showing well-developed social awareness skills. Prefects in Year 6 look after younger pupils and are a positive image for them. There is a full programme of before and after school clubs and annual outdoor educational opportunities, plus numerous trips and visits. All classes have at least one or two visits per year to gain stimulus and both Year 5 and Year 6 benefit from residential visits. Visits to the arboretum, London Aquarium, Natural History Museum, and Botanical Gardens all help to enrich the pupils' experience. The school takes part in many countywide sporting competitions which provide positive social development. The prefect system inspires responsible attitudes and helpful ideals and during the inspection a boy and a girl efficiently manned the school office to sort letters to be sent out at the end of the day. A prefect is always available to give a 'helping hand' to visitors. There are effective links with the local community. Pupils, concerned about fair trade visit the local shop to ask if it considers fair trade in its purchase of goods.

17. The provision for pupils' cultural development is excellent. Pupils are encouraged to respect and learn about other faiths and cultures. They are very well prepared for life in a culturally diverse society. Displays in the school continually reinforce and celebrate the school's cultural values and the aim is to embrace cultural diversity through the curriculum and multi-faith assemblies. Art, music, dance and religious education make an excellent contribution to pupils' cultural development. There is an annual programme of visits by authors, artists and musicians. Pupils visit a wide range of places such as museums, theatres and galleries. Visiting artists show the pupils how to make an African mask and visiting musicians give pupils the opportunity to hear music from around the world. The pupils write very good evaluations after these visits showing respect and awareness of other countries and how much they were inspired. Pupils are introduced to different languages and alphabets with signs around the school in Swedish. The Comenius project has given the school rich opportunities to explore other cultural traditions and all subjects extend pupils' cultural awareness. The school has established international links with Ugandan and European partners through Comenius and achieved an International School Award in 2001. Pupils have email links with a class in Sweden. The school also has an International Club which is run after school.

The high quality of education in the reception classes.

18. There are two reception classes, one of which has the younger children. Children's attainment on entry to the school is above average. During the inspection two lessons were observed in which the children made good progress in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development. A scrutiny of their work in other areas of learning endorses the good standards seen during the inspection. Most children will exceed the early learning goals in all areas of learning by the time they leave the reception classes and the more able attain even higher standards. This is because the curriculum for these children is very well planned and resourced and the teachers have a very good knowledge of the needs of children of this age. Teaching is consistently very good and the classrooms provide rich opportunities to develop skills in all the areas of learning. An excellent lesson in reading was observed during the inspection. The teachers assess and monitor the children's progress very well. Displays celebrate the children's written and creative work and are often interactive.

19. In their personal, social and emotional development the very good teaching and support from adults contributes well to the children's growing levels of confidence and joy in learning. Children have well-developed co-operative skills. They play alongside each other very happily and share equipment well; their ability to work independently is well developed. The children take responsibility by feeding the tadpoles, watering plants and putting up pictures. Most children help to tidy the class and outside and relationships are strong.

20. The children make good progress in communication, language and literacy. The children are good listeners and talk confidently. They are pleased when asked to contribute to class discussions. In an excellent lesson in reading in one class the teacher invites the children to be curious with her choice and use of questions. She covers the title of a book called 'On the Sand' and challenges the children to guess what it might be, telling them that there are three words. The children suggest 'At the Seaside'. The teaching of letter sounds is rigorous and many children can identify most of them. The teaching continually stimulates their imaginations and shows high expectations. In another very good lesson in the other class the children sort objects according to their initial letter sound. Many children know the initial sounds of words and can write three letter words correctly. The children have written their own notices for the wall such as 'Car Wash'. The children write their own holiday list showing well developed writing with words such as 'sunscreen and ball'. More able children can write a good reply to an invitation to teddy's party.

21. The children do well in their mathematical development and standards are above average. This is because of the very imaginative and careful planning by the teachers. The children are eager and curious. They can add numbers to 10 and find ways in which ten toy chicks can be divided into two nests. They select different amounts of money to £1.50 and use a till. They know that $2 \times 5p = 10p$. They recognise shapes such as a square and a rectangle and decorate paper eggs with triangles.

22. The children make good progress in their knowledge and understanding of the world. They plant a bean and observe how it grows. They study different leaves and draw pictures to show differences between them. They make good hand puppets from paper, wool and tissue. They make complex models with wheels and teddies as firemen and write 'I made a fire engine'. They use ICT very well and do effective pictures of fireworks.

23. The staff have been prompt to begin using the new larger outside play area for the children to develop their physical skills. There is a good range of wheeled toys, which children steer up and down the 'road'. The children use large and small equipment to create a journey from home to a holiday and take turns exploring equipment, by balancing and

moving in different ways, showing increasing confidence and taking risks. The very good teaching includes specific language support for those pupils with special educational needs and also plenty of challenge for the more able children to stretch and curl with increased control of their bodies.

24. The children make good progress in their creative development. Scrutiny of work reveals that children have the opportunity throughout reception to work with a range of materials and experience different methods. They paint good pictures of 'a walk in the snow' using colour well. They copy patterns showing good attention to detail. There are very good opportunities for role-play to extend imagination and the children go into the giant's castle to re-enact the story of 'Jack and the Beanstalk' and they dig for treasure in the sandpit. No musical activities were able to be observed during the inspection although this area is well covered in planning.

The excellent behaviour and positive attitudes of the pupils.

25. The behaviour and attitudes of the pupils are excellent. Their behaviour and attitudes in lessons are always good and often very good or impeccable. They apply themselves well and show interest. Children in the reception year and pupils in Years 1-6 have very positive and enthusiastic attitudes to all aspects of their life at school. Very good or excellent attitudes were observed in English, ICT, mathematics, science art and design and reception. Pupils sometimes stay in class at the end of the day to discuss their work further with the teacher. Relationships are excellent. Pupils have clearly got a stake in the school and are proud of what it has to offer. They appreciate the excellent range of extra curricular activities which they attend with interest and the knowledge that they will extend their skills and achievement. They take on an excellent range of responsibilities. Reception children can be found collecting rubbish and looking after animals and by the time they are in Year 6, pupils take on prefect duties very conscientiously. Parents at the meeting said that their children are inspired to adopt these excellent attitudes and behaviour by the headteacher in assemblies. The school council plays a major influence in school decision making and provides the pupils with the opportunity to be president, vice president, secretary or treasurer.

WHAT COULD BE IMPROVED

The pace and timing of lessons in Years 1 and 2.

26. Teaching in Years 1 and 2 is good. The teachers plan and prepare for lessons very thoroughly and clear learning objectives are identified. Teaching is well organised and resourced and teachers manage their classes well. However, in satisfactory lessons and some good lessons in literacy and numeracy, the pace is slow and opportunities to challenge the pupils are missed because of this. Teachers take too long talking with the pupils and not involving many of them at a sufficiently challenging pace. In other lessons too much time is spent giving instructions on how pupils should complete a task and not enough time is spent on getting on with it. Some lessons in literacy are too long and the pupils lose concentration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school should:

- monitor lessons in literacy and numeracy in Years 1 and 2 and improve the challenge and pace at which the pupils work by making sure that time is used effectively. (paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	8	2	0	0	0
Percentage	12	29	47	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	418
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.3

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	30	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	25
	Girls	26	28	31
	Total	49	52	56
Percentage of pupils at NC level 2 or above	School	79 (85)	84 (92)	90 (99)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	28
	Girls	28	31	31
	Total	52	57	59
Percentage of pupils at NC level 2 or above	School	84 (86)	92 (99)	95 (90)
	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	24	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	21
	Girls	27	25	29
	Total	45	44	50
Percentage of pupils at NC level 4 or above	School	85 (81)	83 (81)	94 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	22
	Girls	25	26	28
	Total	42	46	50
Percentage of pupils at NC level 4 or above	School	81 (71)	87 (73)	94 (79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	347	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	6	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	3	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)	13.7
Number of pupils per qualified teacher	31
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	181

Financial information

Financial year	2002/03
	£
Total income	836492
Total expenditure	849249
Expenditure per pupil	2066
Balance brought forward from previous year	46011
Balance carried forward to next year	33254

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	418
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	3	0	0
My child is making good progress in school.	54	45	0	0	1
Behaviour in the school is good.	53	40	5	0	2
My child gets the right amount of work to do at home.	40	50	5	3	2
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	43	46	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	27	4	2	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	1
The school works closely with parents.	58	36	5	0	1
The school is well led and managed.	64	31	2	0	3
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	48	42	3	0	6