

INSPECTION REPORT

SS PHILIP AND JAMES CE PRIMARY SCHOOL

Oxford

LEA area: Oxfordshire

Unique reference number: 123214

Headteacher: Ms Irene Conway

Reporting inspector: Mrs Joyce Cox
25074

Dates of inspection: 16th - 17th June 2003

Inspection number: 248444

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Designated Primary
School category:	Voluntary Aided, Church of England.
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	Leckford Road Oxford
Postcode:	OX2 6HX
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sally Pressdee
Date of previous inspection:	12 th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Philip and St James is an average sized primary with 247 pupils aged between four and ten on roll. Most pupils who attend the school live locally. A large number of the pupils are children of visiting academics to the university. Less than one per cent of pupils are eligible for free school meals, which is well below average when compared to other primary schools. Twenty-eight pupils have special educational needs, which is below average. Three pupils have a Statement of Special Educational Need, which is in line with the national average. Almost a quarter of the pupils are learning English as an additional language, which is much higher than in most schools. Nine of these pupils are at the early stage of learning English. Children's attainment on entry in the reception classes is above the expected levels. The school was awarded an Achievement Award in 2002 for consistently high and improving results in national tests.

The school is now a designated primary school and this year is the first time the school has had Year 5 pupils. Due to circumstances completely beyond its control, the school is currently operating as a split site with junior and infant pupils situated over half a mile apart. The school cannot be reunited until planning permission restrictions have been resolved.

HOW GOOD THE SCHOOL IS

St Philip and St James is a good school. Pupils make good progress and have good attitudes to their learning. They relate extremely well to each other and celebrate the cultural diversity within the school. The quality of teaching is good. The school is well led and managed. The school has made good improvement in the standards it achieves and in the quality of education it provides for its pupils since the last inspection. The school offers good value for money.

What the school does well

- Helps pupils to make good progress and to achieve results that are high in national tests when they are seven years of age. It uses the results of tests and assessments very well to set targets for pupil improvement.
- Provides a good standard of teaching. Teachers are very enthusiastic and knowledgeable and work well as a team.
- Provides a very rich and varied curriculum, which contributes significantly to the pupils' quality of education and their personal development.
- The headteacher provides good leadership and the school is very well managed.

What could be improved

- Standards in information and communication technology and its use in other subjects.
- The level of challenge provided for higher attaining pupils.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection. All the key issues identified at that time have been addressed, although the school could share the results of its very effective assessments more fully with parents. Standards attained by Year 2 pupils in national tests have been well above the national average in recent years and the number of pupils achieving the higher levels has risen sharply, particularly in mathematics. The quality of teaching is much better and no unsatisfactory teaching was seen during this inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	B
Writing	A	A	A	B
Mathematics	A	A	A*	A*

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

Children start the reception year with above average levels of attainment. They make good progress in the reception classes and most children reach expectations in all areas of learning. Higher attaining children achieve above the expected levels.

Pupils achieve well in Years 1 and 2. Standards attained by the current Year 2 pupils are well above average in English, mathematics and science.

Pupils' achievement in Years 3, 4 and 5 is good. Standards achieved in information and communication technology are below expectations. The school has set challenging, yet realistic targets for the current Year 5 pupils to achieve in national tests at the end of Year 6.

Results in English, mathematics and science national tests and teacher-assessed tasks for seven-year old pupils have been well above national averages since 1999.

All pupils achieve well. (See above comment.) Pupils who do not have English as their main language achieve well due to highly effective support they receive from all staff in learning English. Higher attaining pupils attain high standards, but work sampling and lesson observations indicate that there is scope to challenge these pupils even further. Pupils with learning difficulties or who find concentrating difficult attain or exceed the expected standards for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils look forward to their lessons and work hard. They admire, trust and respect the adults who work with them.
Behaviour, in and out of classrooms	Pupils' behaviour is good. Most pupils are polite, friendly and courteous to each other and to adults. They are well behaved at playtimes and lunchtimes.
Personal development and relationships	Very good. Pupils relate extremely well to each other, celebrate each other's successes and are very confident in expressing their ideas and opinions. They take responsibilities willingly.
Attendance	Good. Attendance is better than for many primary schools nationally. Punctuality is good and much improved since the last inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 –2	Years 3-5
Quality of teaching	Good	Good	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, the quality of teaching is good. In the reception classes, children are taught literacy skills well, and staff encourage their personal and creative development skilfully and sensitively. Infant and junior teachers teach basic skills very well. Teachers plan well for pupils to read, write and use their mathematical knowledge in all lessons. In most lessons teachers' high expectations of pupils' behaviour and of the quality and quantity of their work, together with the extremely good relationships between the teachers and their pupils, contribute significantly to pupils' progress. Teachers work hard to create a highly stimulating environment in their classrooms, producing imaginative displays and well produced resources, which hold pupils' interest and help them learn. Occasionally the introductions to lessons are over long, which result in pupils becoming bored and restless. There is also a lack of challenge in some lessons for higher attaining pupils and they do not achieve as well as they might.

Pupils with special educational needs and those whose home language is not English are expertly taught and supported and achieve well as a result.

Major strengths in pupils' learning, which contribute significantly to their well above average standards by the end of Year 2 and Year 5, are their interest and concentration in lessons, the pace at which they work and the pride that most pupils take in presenting their work well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich and varied and provides pupils with a wide range of experiences in and out of the classroom, which enhances their personal, creative and intellectual development.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified early. The school is very effective in helping pupils reach the targets set for them in their individual education plans. They achieve well.
Provision for pupils with English as an additional language	Twenty-one additional languages are represented including Chinese, Korean, Spanish and Hebrew. Pupils are supported very effectively by a specialist teacher and by all staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Staff take every opportunity to promote positive moral values and social harmony and to encourage pupils to reflect on the beauty and wonder of the world around them. The school provides many opportunities for pupils to be independent and everyone's talents are valued and developed. Cultural diversity is shared and celebrated.
How well the school cares for its pupils	There are good procedures for ensuring child protection and the welfare of pupils. The school's monitoring of pupils' personal and academic progress is very good.

The nature of the split site has made communication between parents and teachers very difficult. The hard working school association raises substantial amounts of money annually for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a good leader who is diligently promoting high standards throughout the school. The deputy headteacher gives good support and her teaching provides a good example to others. All staff work hard to improve teaching and learning and to raise standards.
How well the governors fulfil their responsibilities	Good. They closely monitor standards, evaluate the work of the school and act as a rigorous, critical friend.
The school's evaluation of its performance	Good. There are rigorous procedures for analysing test data, checking on the quality of teaching and learning, and tracking pupils' progress.
The strategic use of resources	Good. The budget is closely monitored and linked to school improvement. Additional funds are used well to support pupils with special educational needs and pupils learning English as an additional language.

The school's application of the principles of best value is good. Stringent criteria are used to ensure that value for money is obtained when purchasing resources and services. Governors rigorously compare performance in national tests with local, national and similar schools. Parents' views of the work of the school are frequently sought and pupils are consulted through the school council. Despite achieving high standards the school constantly challenges itself to do better.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and behave well. • The school is helping their children to become mature and responsible. • The teaching is good and their children are making good progress. • They feel comfortable about approaching the school with questions or concerns. 	<ul style="list-style-type: none"> • A number feel that they are not well informed about how their children are getting on. • A number feel that their children do not get the right amount of homework

The inspectors agree with parents' positive comments. The headteacher, staff and governors have worked very hard to improve links with parents since the last inspection. Annual reports are informative and parents say they are able to see the headteacher and staff at short notice if they need to. Parents receive an interesting weekly newsletter and the 'Phil and Jim News' produced by staff, parents and pupils is lively and informative. The inspection team recognises that the separate sites have made communication between parents and staff very difficult, but the headteacher and staff have managed to maintain a strong sense of unity throughout the school.

The school could provide additional information on the standards attained by pupils.

The inspection team agrees with parents that homework procedures could be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It helps pupils to make good progress and to achieve results that are high in national tests when they are seven years of age. It uses the results of tests and assessments very well to set targets for pupil improvement.

1. Children's attainment when they start school is above average in all areas of learning. The school admits a significant number of children who are relatively *'advantaged'* in terms of vocabulary, general knowledge and a wide experience of books.
2. However, this is not a complacent school that relies on what children already know to 'carry them through'. It sets out to make the most of pupils' interests, talents and abilities and to compensate for those who find learning difficult. It uses assessment information very effectively to show what difference the school makes, to evaluate how it adds value. There is very good evidence that work at St Philip and St James builds quickly, logically and progressively from year to year on what pupils know and can do. Its targeting and monitoring systems ensure that pupils' rates of progress are maintained from the time that they start in the reception class until they leave.
3. Work sampling reveals that by the end of the reception class, higher attaining children write legibly at some length, and make good progress. For instance, from barely legible jottings at the beginning of the year, several of the higher attaining children write several sentences by the time they start in Year 1. Average and below average attainers also make good progress in their areas of learning. Most children exceed expectations in their ability to count, name simple shapes and to recognise and predict number patterns and sequences. They add two numbers together and are learning how to record simple addition.
4. In national tests in 2002 Year 2 pupils attained standards which were well above those expected for their age in reading and writing and very high in mathematics. This means that the pupils' results in mathematics were in the top five per cent of schools in England. Results for seven-year-olds since 2000 have never been lower than 'well above average'. Pupils make consistently good progress from the time they start in school. In comparison with schools with similar characteristics, last year's results were above average in reading and writing and very high in mathematics with over seventy per cent of the pupils attaining the higher level.
5. Year 2 pupils' standards in mathematics are well above average. Pupils are accurate in their calculations, use a range of successful strategies to calculate mentally and have a very good grasp of number, shape and space. In a very good lesson, pupils attained high standards in accurately using their knowledge of multiplication and division to solve problems. All pupils are encouraged to *'have a go'* and not to fear making mistakes.
6. Year 5 pupils attain well above average standards in English, mathematics and science. In mathematics pupils made very good progress in using the language of ratio and proportion to solve problems. Pupils write in a wide variety of different genres including poetry and non-fiction writing. Considerable care has been taken in planning the curriculum for Year 5 pupils. Pupils in all classes attain below the expected standard in information and communication technology. This is because some teachers lack the necessary expertise to teach the subject. In addition, information and communication technology is not used sufficiently in other subjects of the curriculum.

7. The school has developed very good systems that help it to identify pupils' strengths and weaknesses and then to plan work that is challenging as well as identifying where additional support should be provided. The headteacher and senior staff have become very skilled at using a wealth of data extremely efficiently in tracking the progress of groups of pupils. It sets targets for pupils that are achievable yet challenging, in order to maintain the high standards that have been attained over the last few years.
8. The school is very good at carrying out assessments in a wide range of subjects to monitor pupils' progress as they get older and to predict their attainment at the age of seven and eleven, identifying when attainment might not be as high as in previous years. Teachers collect a wide range of evidence from pupils to monitor how well they are doing. They assess the work against National Curriculum criteria so that they can be absolutely precise about how well pupils are attaining, compared with other pupils nationally at the same age.
9. Subject co-ordinators collect samples of pupils' work, which show very clear evidence of the development of pupils' work as they move through the school. For example, checking that in pupils' writing there is a clear progression in terms of style, maturity, length, content, punctuation and presentation as they get older.
10. The provision for pupils with special educational needs is very good. The school recognises that there are some pupils who experience a degree of difficulty with some areas of learning. Its assessment systems help to identify those pupils at an early age. Through the school pupils are well supported with additional help that is well targeted to meet the particular needs and abilities of pupils with special educational needs. Some pupils are considered to be 'gifted and talented,' but these terms are not clearly defined by the school and so there is some confusion between 'gifted and talented' and higher attaining pupils.
11. Teachers' assessments are a vital part of the data that is collected on each pupil. Some of the teachers' marking is carefully targeted and is of high quality. However, some marking does not clearly tell pupils how they need to improve their work.

It provides a good standard of teaching. Teachers are very enthusiastic and knowledgeable and work well as a team.

12. Most parents returning the parents' questionnaire indicated that they felt teaching is good. Pupils clearly like and respect their teachers and know that the feeling is mutual. It is one of the reasons why they like coming to school. In discussions, older pupils said that they felt very 'well supported by their teachers' both academically and personally and that they felt they could approach the staff with any problems.
13. During the inspection all lessons were at least satisfactory. Six lessons were judged to be very good, seven lessons were good and five lessons were satisfactory. The quality of teaching in this inspection is far higher than it was at the time of the last inspection. In 1997 it was noted that time was wasted through overlong introductions, unclear planning and unsatisfactory subject knowledge. This improved teaching is clearly having an impact upon the progress and attainment of the pupils.
14. Most lessons are very carefully planned to match the ability of the majority of pupils in the group or class. It is clear that teachers have already made accurate assessments of their pupils' levels of understanding. Many of the strengths identified in the previous report are still apparent; for example, effective class management, teachers' skilful questioning and the way in which teaching assistants make a valuable contribution.

15. One of the most notable features of lessons is the teachers' positive and enthusiastic approach that really makes pupils sit up and listen. The lessons have a clear start and there is a definite expectation from teachers and pupils that learning will take place. What the teacher expects the pupils to learn is usually written up on a board and shared with them at the start of the lesson. This 'learning objective' is frequently referred to during the course of the lesson to ensure that pupils stay on task. It ensures that there is a brisk, lively, focused start and that pupils know what to expect. In the final part of the lesson learning is carefully checked through questions. For instance, in one lesson the teacher asked, 'All hands should be up now, you've all been thinking about the main features of advertisements. I want to see what you have remembered'.
16. Teachers' questions during the lesson, such as those generally to the whole class, such as 'Who can remember what a syllable is?' or specifically to one pupil 'William, tell me what you think the answer is?' keeps pupils 'on their toes'. They have to make sure they listen carefully because they are never quite sure when they will be asked a question. In the best lesson the teachers respond to pupils' answers with another question. For example, in a very good literacy lesson the teacher asked 'What are the features of a non-fiction text?' He immediately responded to a pupil's correct answer by asking 'And what exactly is a contents page?'
17. This tension and urgency during good and very good lessons ensures pupils' involvement, but they are not overbearing. Teachers are very good in their questioning at giving pupils opportunities to ask for help, 'Ask a friend' guidance or further explanation. At the end of every lesson the teachers ask 'What have you learned today?' or sometimes 'Did you find this easy or difficult?'
18. Teachers' 'quick fire' questioning helps to maintain a brisk pace, which, in turn, helps to keep pupils' interest. They also use very good strategies to keep their lessons to the point and running on time. For example, during the course of the lesson they will give pupils a specific amount of time to complete a task, and then remind them with comments such as, 'You've got two minutes to discuss this with your talk partner. Go!' or at the end of the lesson reminding pupils that, 'You've got five minutes left to finish.'
19. In a small number of lessons, although the teaching was satisfactory, there were areas requiring improvement. Introductions to lessons were too long and pupils became restless and left the room to go the toilet or collect a drink. This disrupts the flow of the lesson and pupils' concentration. All pupils, regardless of age or ability were given the same task, which lacked challenge and was completed very quickly by the higher attaining pupils.

The school provides a very rich and varied curriculum, which contributes significantly to the pupils' high quality of education.

20. The school offers the pupils a rich and interesting curriculum. In line with the school's vision, the curriculum is imaginatively structured to meet the needs of all pupils. As a result, pupils' personal, intellectual and creative development is very good and they have positive values and attitudes.
21. The school has very successful strategies for teaching literacy and numeracy through the effective use of national strategies. The emphasis the school places on the teaching of English is appropriate and contributes significantly to the well above average standards many pupils attain in reading and writing and the very good achievements of pupils with special educational needs.

22. The wide diversity of the pupils' cultural and religious backgrounds is celebrated through lessons, assemblies, visits and visitors to the school. As a result, all pupils gain knowledge of the richness of different cultures and of their contribution to the arts, science, mathematics and literature. This is very good practice and has an extremely positive effect upon the close racial harmony found throughout the school.
23. The curriculum is exceptionally rich and varied. There are numerous exciting and unusual focus days and weeks. For instance, in March parents and pupils participated in the school's first Talent Day. An impressive variety of different activities were offered to pupils by staff and parents ranging from cooking, gardening, learning Farsi, art, violin, French and drawing.
24. This term pupils have participated in many interesting activities. Infant pupils enjoyed Maypole dancing, Year 3 pupils visited and compared and contrasted a meadow and a marshy habitat. A pupil writes 'On a meadow it is quiet, green, pretty, lonely and flowery.' Pupils in Year 2 have enjoyed studying the work of William Morris and produced their own sensitive and very carefully observed flower pattern pictures. Year 5 pupils stayed on a working farm in the Peak District and learnt all about the local area via walks and visits.
25. The school places a strong emphasis on creative and performing arts, and uses the skills of parents and local artists to work with the pupils to create features and displays around the school. For instance a local artist worked with pupils to make two striking stained glass windows in the new school hall. One of the parents is a children's author and is currently working with the reception class to produce a version of her latest story 'Pumpkin Soup'.
26. The new school provides pupils and staff with a bright, attractive and stimulating place in which to work and learn. A good range of pupils' work covers classrooms and corridor walls, shelves and work tops. The wide variety of work reflects the range of subjects that pupils enjoy and the emphasis that the school places on teaching a rich and stimulating range of activities. Displays of pupils' work are colourful, informative and thoughtfully arranged.
27. The range of extra curriculum activities is excellent and makes a significant contribution to pupils' social and personal development. Parents are very involved in school clubs activities and provide invaluable and much appreciated support to the school. Some clubs are organised at the end of the school day and others such as chess at lunchtime. They include French, fencing, recorders, painting, football, keyboard, orchestra. In addition there is a well attended after school club run by a parents' committee providing activities until 5.30pm.
28. The provision for pupils' spiritual, moral, social and cultural development is good and results in pupils respecting each other and their environment. Opportunities to develop spiritual awareness and self-knowledge are recognised and capitalised on across the curriculum. Teachers are genuinely interested in pupils' learning and progress. They create the right environment for learning by providing lots of very good opportunities for pupils to respond to questions and work together in pairs and groups. For example, teachers frequently use 'talk partners' effectively, where two pupils discuss their answers to a question before coming up with a shared response. Not once was any pupil heard to say they did not want to work with another. Pupils agree that they get on well together and that it is important that they listen to each other's opinions and ideas.

29. This element of care is very apparent in all the school's work. From an early age, pupils are encouraged to reflect on and understand the impact of what they do on others. Older pupils are well aware that, as theirs is a church school, there is a slightly different emphasis placed on the importance of treating others well. They understand that this is based on the Christian faith. Pupils said that they enjoy assemblies very much and they recognise the importance of getting on well together. Year 5 pupils said that they had never experienced bullying, but knew what to do should it arise. Pupils are proud to be elected by their classmates as members of the school council.

The headteacher provides good leadership and the school is very well managed.

30. The quality of the headteacher's leadership is a major influence on the high standards pupils achieve and the good quality of their education. In all aspects of the school's work, the headteacher provides an extremely positive and professional example. Some of the parents had concerns about the leadership and management of the school. They can be assured that the school is led and managed well by the headteacher, senior staff and governors.
31. The school's vision is constantly referred to and there is a very good understanding that it is at the heart of everything the school does. Since her appointment the headteacher has accomplished a great deal. She has worked very hard to build a closer liaison between the school and the parents, which was identified as needing improvement in the last inspection. She has introduced weekly newsletters and regular parent questionnaires to elicit parents' view. Together with the staff and the governing body she has been very effective in leading the transition to the new school site and in establishing the additional curriculum demands of having Year 5 and 6 pupils. This has involved a significant time commitment. Due to circumstances beyond the school's control, it is currently impossible for the infants to move to the new school. This has undoubtedly placed tremendous strains on the whole community and it must be extremely difficult for parents who have both infant and junior children. The inspection team feels that the headteacher, staff and governing body have done everything humanly possible to make an intolerable situation better. The pupils themselves said they were looking forward to being 'one school' but quite liked having more space at both sites! In no way is their education being affected adversely by the current situation.
32. The headteacher's hard work, commitment and determination in managing the split site situation and the conversion to a primary school were portrayed very effectively by many parents. In a letter to the inspection team, one parent writes: 'The headteacher has led her staff through this difficult time with vision and passion. This change has involved much extra work for all concerned. She has motivated, encouraged and thanked all for their efforts. It is hard to balance so many demands. She gives of herself every day, always smiling and cheerful with colleagues, parents and pupils alike.'
33. Throughout the school, there is a shared commitment to constant improvement. Co-ordinators are influential in maintaining high standards of attainment, teaching and resources in their subjects. They do not have regular opportunities to observe teaching and learning in other classes.
34. Governors fulfil their roles and responsibilities very well. They act as a rigorous critical friend to the headteacher, questioning the value of extra staffing or of spending on resources. They are very well aware of the school's priorities in the school improvement plan, and carefully cost these when planning the annual budget. Individual governors are linked to a class and make at least one visit annually to observe lessons and to talk to pupils and teachers in order to be better informed about standards of work and the

quality of teaching. The chair of governors is hardworking and dedicated and makes an invaluable personal contribution to the school. The governing body is committed and determined in their efforts to secure a united school. Driven by the vision to obtain the best possible education for their children, they are campaigning to highlight the ludicrous split site situation. They are doing all they possibly can to obtain an access road to the new school, which will allow the infants and juniors to be reunited. In the opinion of the inspection team the access road should be completed immediately so that all the whole school community can return to their former happy and whole state.

35. All governors act as a rigorous critical friend to the headteacher, questioning the value of extra staffing or of spending on resources. They are very well aware of the school's priorities in the school improvement plan, and carefully cost these when planning the annual budget. Individual governors are linked to a class and make at least one visit annually to observe lessons and to talk to pupils and teachers in order to be better informed about standards of work and the quality of teaching.
36. The governing body is well aware of the principles of best value. They are extremely rigorous in their pursuit of value for money when purchasing goods and services. They analyse test data and performance indicators closely, in order to compare the school with others locally and nationally. They are very keen to seek parents' views and consult formally with them at an annual meeting and through questionnaires.
37. The extremely detailed analysis of test data, the monitoring of pupils' work and of the quality of teaching, and the action taken as a result, are significant factors in the maintenance of high standards. Individual pupils' progress is closely monitored and regular targets set for improvements in their attainment. Frequent reviews are held to evaluate whether targets have been met and to set new ones. In this way, the school carefully monitors the progress towards meeting its whole school targets for its performance in English, mathematics and science, in the national tests.
38. The headteacher's influence is very strong in ensuring that all staff receive training, which will not only help the school meet its targets but to fulfil their own professional and personal needs. Support and induction for newly qualified teachers, and for more experienced teachers new to the school, is thorough and all such staff speak highly of the support they receive.
39. The school has a good number of teachers and teaching assistants to meet the demands of the curriculum. Teaching assistants give good support in lessons to all pupils and particularly to those pupils with special educational needs. The kitchen staff, cleaning staff and the lunchtime supervisors are an important and valued part of the school team. All staff work very well as a dedicated, enthusiastic and hardworking team who are committed to providing the best they can for all pupils. The school ethos is reinforced through the very positive way that all visitors are welcomed to the school. Everyone plays a full part in maintaining the attractive and tidy learning environment at both sites reflecting the pride all staff show in their work. Parents, staff and governors speak very highly of the school's administrative staff, with justification. Teachers and pupils are very well supported by the work of the office staff, who provide a warm welcome at both sites.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

40. The school has an impressive new information and communication suite situated in the new building. Resources are very good and the co-ordinator is very knowledgeable and leads the subject well. However, not all staff have the necessary confidence and expertise to teach the subject to the standards required.
41. Lesson observations and work sampling indicate that pupils are not using information and communication technology effectively in all subjects. Neither do pupils have the necessary knowledge, skills and understanding required to use information and communication confidently.

The identification of and level of challenge provided for higher attaining pupils.

42. The school has a number of higher attaining pupils. There are very effective assessment procedures in place, and these are used to identify higher attaining pupils. However, in some lessons, and in the work scrutiny it is evident that all pupils are given the same work and so the higher ability pupils are not sufficiently challenged. In addition, there appears to be some confusion within the school as to what the terms 'gifted and talented' and 'higher attainer' actually mean.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) To raise standards in information and communication technology the school should ensure that:
 - ICT is explicitly planned for to ensure that all elements of the National Curriculum are fully covered and used to support learning in all subjects. (Paragraph 6)
 - Pupils get time to practise and refine their skills in lessons. (Paragraphs 10,19)
 - All staff improve their ICT expertise. (Paragraph 6)
- (2) Identify and provide challenging work for higher attaining pupils by:
 - Clearly defining what the school means by the terms 'higher attainer' and 'gifted and talented'. (Paragraph 10)
 - Ensuring that once identified higher attaining pupils receive a sufficiently challenging and demanding curriculum.

Minor Issues

In addition to the key issues, the following minor issues should be considered for inclusion in the school's action plan:

- Review the homework procedures.
- Improve the quality of teachers' marking so that it clearly tells pupils how they can improve their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	7	5	0	0	0
Percentage	0	33	40	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y5
Number of pupils on the school's roll (FTE for part-time pupils)	-	247
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	56

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	23	23	23
	Total	44	44	44
Percentage of pupils at NC level 2 or above	School	96 (95)	96 (96)	96 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	23
	Girls	23	23	23
	Total	43	44	46
Percentage of pupils at NC level 2 or above	School	93 (100)	96 (100)	100 (98)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
139	5	1
0	0	0
48	0	0
0	0	0
1	0	0
4	0	0
2	0	0
1	0	0
3	0	0
0	0	0
9	0	0
0	0	0
0	0	0
0	0	0
15	0	0
6	0	0
2	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 – Y5

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22:1
Average class size	31

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	290

Financial information

Financial year	2001-2002
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	£
Total income	494375
Total expenditure	464244
Expenditure per pupil	2377
Balance brought forward from previous year	35799
Balance carried forward to next year	65930

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 58 per cent

Number of questionnaires sent out	247
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	40	46	11	0	3
Behaviour in the school is good.	45	44	8	1	2
My child gets the right amount of work to do at home.	30	41	20	8	1
The teaching is good.	56	37	4	0	2
I am kept well informed about how my child is getting on.	41	38	20	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	34	10	0	0
The school expects my child to work hard and achieve his or her best.	39	39	16	1	5
The school works closely with parents.	44	42	11	2	1
The school is well led and managed.	40	37	11	9	2
The school is helping my child become mature and responsible.	44	45	7	1	3
The school provides an interesting range of activities outside lessons.	40	39	16	1	4