

INSPECTION REPORT

BURPHAM PRIMARY SCHOOL

Burpham, Guildford

LEA area: Surrey

Unique reference number: 125299

Headteacher: Mrs Gayle Mawson

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 11th ~ 13th September 2002

Inspection number: 248688

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	4 ~ 11
Gender of pupils:	Mixed
School address:	Burpham Lane Burpham Guildford Surrey
Postcode:	GU4 7LZ
Telephone number:	01483 572510
Fax number:	01483 453271
Appropriate authority:	The Governing body
Name of chair of governors:	Mr Anthony Mallard MBE
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23044	Mrs Valerie Singleton	Registered inspector
9454	Mrs Deborah Pepper	Lay inspector
27225	Mrs Anna Sketchley	Team inspector

The inspection contractor was:

e-Qualitas Limited, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE Tel. 01883 723257

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager, Inspection Quality Division, The Office for Standards in Education,
Alexandra House, 33 Kingsway, London. WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burpham Foundation Primary School is situated in an attractive village outside Guildford. It is of average size with 222 pupils on roll aged 4 to 11, of whom 29 are in the reception class. Ten children aged five to seven, with speech and communication difficulties, attend the attached Language Unit. All children join the reception class at the beginning of the year in which they are five, with the youngest group attending part-time until the January. Standards on entry are generally in line with those expected nationally. There is one class for each year group, with a third more boys than girls overall. Nearly all pupils are white and British. Only six pupils have free school meals, which is very low compared to the average proportion nationally, and most pupils come from an advantaged background. Nine pupils speak English as an additional language, but only one is at the early stages of learning English. Of the 61 pupils on the special educational needs register, eleven have a statement of special need, both being a higher proportion than nationally. The school has received two achievement awards and has been granted Investors In People status.

HOW GOOD THE SCHOOL IS

Burpham Foundation Primary is a very effective school that provides a good all-round education for its pupils and ensures that they all achieve very well, whatever their ability. The very good leadership of the headteacher, supported well by her staff team and governors, ensures there is a shared vision based on high standards in all areas of learning, and a caring ethos where pupils are valued as individuals. Good teaching across the school ensures pupils become motivated, committed learners. Standards by Year 6 are very high in English, mathematics and science. The school provides very good value for the funding it receives.

What the school does well

- The very good leadership by the headteacher, ably supported by her key staff and governors, gives a clear educational vision for the school, which leads to very high standards and very effective teaching and learning.
- The school offers a rich curriculum which provides a very good all-round education for all its pupils and prepares them very well for their future education.
- Very good relationships with the parents and the local community contribute to the pupils' very positive attitudes towards school and the very good relationships established.
- An excellent, caring environment ensures equality of opportunity for all its pupils.

What could be improved

- Pupils in some classes need more opportunities for independent learning and mathematical investigations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in February 1998, all the identified areas for improvement have been successfully addressed. Overall the school has made very good improvement. Senior management is now much more effective at evaluating the school's performance and ensuring teachers share their expertise. Their positive action has resulted in improved teaching and learning. Learning has improved for children in the Foundation Stage, (the reception class), as a result of a better planned curriculum and improved procedures for checking on their progress. The school provides more opportunities for pupils' independent learning, but this needs to be further developed.

The school has implemented a sound personal, social and health education (PSHE) programme, which includes citizenship. An effective school council has been established, and pupils in each year group are given special responsibilities. In addition there have been considerable improvements in the facilities for ICT, the creative arts, and the outdoor environment. A constant drive to push up standards even further is evident, with particular success in ICT. Care procedures are now excellent and the pupils in the Language unit are fully included in all aspects of school life.

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
	1999	2000	2001	2001
English	A*	A*	A*	A*
mathematics	A	A*	A*	A*
science	A*	A*	A*	A*

Key	
the highest 5% of all schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

By the end of Year 6, pupils are achieving very well and attainment is very high compared to national expectations and to that reached by pupils in similar schools (based on the percentage of pupils with free school meals). In the 2001 national tests, the percentage of pupils attaining the higher level (Level 5) was in the top five per cent of all schools in all three subjects. Since the previous inspection, the school has maintained very high standards. The overall trend in the school's results is upwards, in line with that seen nationally. By Year 6, boys perform much better than nationally, and in line with the girls. Almost all pupils, including those with special educational needs and English as an additional language, reach the required standard in all three subjects, with a significant number reaching the higher levels. The school's targets for pupils reaching the expected level in the 2002 national tests were very demanding at 93% for English and 100% for mathematics. They were exceeded in English, but just missed in mathematics. In the 2001 national tests for Year 2 pupils, results were well above the national average in reading and mathematics, and above in writing. Compared to similar schools, they were above average in reading and mathematics and in line in writing. The results of the science assessments were above the national average. Results at the higher level (Level 3) were well above the national average in reading and mathematics, and in the top five per cent for science.

Inspection evidence supports these results. Children enter school with standards that are generally in line with those expected nationally. They achieve well in reception and Years 1 and 2. Current standards for Year 2 pupils are well above those expected in reading and mathematics, and above in writing. Pupils continue to achieve well, and very well in Year 6. By Year 6, they are well above those expected in English and mathematics. All pupils read and write at the expected level, with a significant number performing above this. Pupils have very good mental mathematical skills and a significant number are working at the higher level in numeracy. Standards in mathematical investigations and data handling are in line with expectations, as there is less emphasis placed by some teachers on these areas. The focus on ICT and the excellent new facilities have had a positive effect and standards are above those expected and pupils are achieving well. Pupils with special educational needs make very good progress over time, due to the high degree of specialist knowledge in the school. Pupils with English as an additional language make very good progress and achieve as well as their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are well-motivated, enthusiastic learners and keen to make the most of their school life.
Behaviour, in and out of classrooms	Very good. Pupils demonstrate mature and responsible behaviour in lessons, around the school and at playtime, though a few of the younger boys lack self-discipline at times.
Personal development and relationships	Relationships are very good, based on mutual respect and genuine liking. Pupils take on personal responsibilities with enthusiasm and become mature members of the community.
Attendance	Attendance and punctuality are excellent.

TEACHING AND LEARNING

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

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

The quality of teaching is very good overall. Of the lessons observed, half were very good or excellent and a third were good, ensuring pupils achieve well and make good progress whatever their ability. The quality of teaching in English and mathematics is good. Teachers have a secure knowledge of these subjects and the basic skills are taught well.

Teachers in the reception class provide a range of stimulating and challenging activities to engage the children's interest. In all situations, the adults work very effectively with the children to develop their thinking and move them on in their understanding. Good use is made of both the indoor and outdoor environment to promote all six areas of learning well.

Across the school, teachers manage pupils well, with some very effective strategies being used to motivate the younger pupils. In the many good lessons observed, teachers demonstrated secure subject knowledge, planned carefully, chose activities that captured the pupils' interest and used questioning very effectively to extend learning and understanding. Tasks are well matched to pupils of differing abilities, with particular care taken to ensure the pupils from the unit are fully integrated in all lessons and that pupils with special educational needs have the necessary help and resources to succeed. The needs of those who are gifted and talented are met well. An over-use of worksheets in a few classes limits pupils' independent learning and lacks challenge, but most teachers have high expectations of what pupils can achieve and pupils rise to the challenges set. The well-trained teaching assistants are used effectively to support individuals or small groups of pupils within the class. Lessons move at a good pace, ensuring pupils are working hard throughout. ICT is taught very well which results in pupils reaching good standards in this subject. Teachers offer good opportunities for pupils to reinforce their literacy and numeracy skills in other subjects. Homework is set consistently, reinforces learning well and offers older pupils opportunities for independent research.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a very broad, interesting curriculum, which is enhanced by many visits, visitors and a rich variety of extra-curricular activities. This gives pupils the opportunity to experience and achieve well in a wide range of subjects by Year 6.
Provision for pupils with special educational needs	Very good. The school offers expert help and guidance to pupils with a variety of special needs, including those with complex difficulties. They all make very good progress as a result.
Provision for pupils with English as an additional language	Very good. These pupils make very good progress and take a full part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Moral and social provision is a real strength of the school and leads to the very good attitudes and relationships seen. Spiritual provision has improved and is now good. Cultural provision is very strong, especially with regards to pupils' own culture, and some good multicultural work is now being developed through a range of subjects.
How well the school cares for its pupils	Excellent. The school has a very thorough understanding of a child's needs, that ensures excellent levels of care and results in all pupils achieving very well. Staff value all pupils equally as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has vision and drive based on high expectations in all areas of learning. She ensures her staff team makes a strong contribution in promoting the aims and values of the school. The co-ordinator's role has been well developed and, as a result, the quality of teaching and standards reached by pupils has improved.
How well the governors fulfil their responsibilities	Good. The governors offer professional expertise and helpful support. They act as critical friends, and are well-informed about developments. They are beginning to develop more formal procedures for monitoring the work of the school.
The school's evaluation of its performance	Excellent. The school applies the principles of best value rigorously and with understanding. Planning, teaching and learning are carefully monitored and the results used very well to set future targets.
The strategic use of resources	Financial planning and management are very good. The school is very successful in raising funds which are used effectively to improve

	resources and the school's accommodation.
--	---

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • good teaching and high expectations result in their children making good progress • the school is well led and managed • behaviour is good and children are helped to become mature and responsible • the headteacher and staff are approachable and deal with any problems or questions • the school strongly reinforces good attitudes and values, and provides a very caring environment for their children. 	<ul style="list-style-type: none"> • parents have no significant concerns

Over 50% of parents responded to the questionnaire and nearly all were very pleased with the schools' work. Parents are kept well informed and encouraged to take a very active part in the work of the school and their children's learning. They have extremely positive views of the school and offer very good support to their children as a result. The inspectors agree with the parents' positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership by the headteacher, ably supported by her key staff and governors, gives a clear educational vision for the school, which leads to very high standards and very effective teaching and learning.

1. The headteacher is held in high regard by staff, governors and parents alike. Her clear educational vision and enthusiastic approach are infectious, and have resulted in the school community developing a shared commitment and sense of purpose. She empowers all members of the staff to further develop their skills, which extends them personally and also helps them more effectively move the school forward. As a result, the school's aims of being 'committed, caring, challenging, creative and achieving excellence' are fully reflected in its ethos.
2. A clear management structure has been established and further strengthened since the previous inspection. The senior management team is involved in strategic decision-making, and the detailed monitoring and analysis of pupils' performance. Until recently, all class teachers were responsible for co-ordinating a subject, but with many new teachers joining the school in September, some roles will be re-allocated in December. The role of the co-ordinator has been very well developed, however. Subject co-ordinators monitor teachers' planning to check the agreed curriculum is being covered appropriately. They look at pupils' work to monitor the standards reached, to check that the marking policy is being implemented, and that pupils have access to all aspects of each subject. All co-ordinators have the opportunity to monitor teaching as well, though more emphasis is rightly given to observing numeracy, literacy and science lessons. Written reports are then used to share good practice and spread expertise. The results of all monitoring are used well to identify any training needs and to agree school development priorities. Each co-ordinator works to a three-year overview with a detailed action plan for the year. Their goals are appropriately linked to staff development procedures. In this way, the quality of teaching and learning has been strengthened.
3. The improved teaching and learning was evident during the inspection, when over half the lessons observed were very good or excellent, and a third were good. No unsatisfactory teaching was seen. Teachers in the reception class provide a range of stimulating and challenging activities to engage the children's interest. The adults interact very effectively with the children, whether in the role-play home area or when playing with the cars and roadway, to develop children's thinking and move them on in their understanding. The teacher introduces them to a story and follows this with a sequencing activity that promotes their physical and skills and also helps them become more independent. Good use is made of the indoor and outdoor environment to promote all six areas of learning well.
4. Across the school, teachers manage pupils very well, with some very effective strategies being used to motivate the younger pupils. For instance, in Year 2, a puppet was used to explain the learning objective and this captured the interest of all the pupils. New vocabulary was reinforced by getting pupils to tell it to their elbows or knees, which highly amused them, but ensured they received the necessary practice to learn it. In the many good lessons observed, teachers demonstrated secure subject knowledge, planned carefully, chose activities that captured the pupils' interest and used questioning very effectively to extend learning and understanding. Tasks are well matched to the needs of pupils with differing abilities. Particular care is taken to ensure that the pupils from the unit are fully integrated in all lessons and that pupils with special educational needs have the necessary help and resources. Those who are gifted and talented are extended appropriately. The well-trained teaching assistants are used effectively to support

individuals or small groups of pupils within the class. Lessons move at a good pace, ensuring pupils are working hard throughout. Very good use is made of technology such as the interactive whiteboard and video recorder in several lessons. This really gained the pupils full attention and enhanced their understanding. ICT is taught very well which results in pupils reaching good standards in this subject. Literacy and numeracy skills are promoted very effectively in all areas of the curriculum. For example, Year 6 pupils took notes whilst watching a video about life on a farm before the Industrial Revolution, and Year 5 used the 'Excel' program to plot data about the Tudors.

5. The improvements in teaching have resulted in a continued rise in standards year on year. The overall trend in the school's national tests for Year 6 pupils in English, mathematics and science is upwards, in line with that seen nationally. Almost all pupils, including those with special educational needs and English as an additional language reach the required standard in all three subjects. As children enter the reception class with standards that are in line with those expected, this shows very good achievement over time.
6. The governors offer considerable expertise, which they use to good effect to help improve the school's facilities and resources, and thus enhance learning. For instance, one governor used his skills and knowledge in the development of the excellent ICT suite and facilities. They are very supportive and involved in all areas of the school's work. They are kept well-informed by the headteacher and regularly receive update reports from the co-ordinators on subject development. They have close links with the parents and attend all activities, so they know if any issues are causing concern within the community. They act as critical friends and ask searching questions before adopting policies or accepting reports. Together with the staff, they are involved in identifying and agreeing priorities for school development and monitor the outcomes regularly and rigorously. Governors visit the school informally at present, but they are aware of the need to formalise the process more, to ensure they have an independent view of the effectiveness of teaching and learning.

The school offers a rich curriculum which provides a very good all-round education for all its pupils and prepares them very well for their future education.

7. The school provides a broad, interesting curriculum. It includes a good PSHE programme plus citizenship, and French from Years 1 to 6. The curriculum has been further improved since the previous inspection. It is very well balanced and all classes follow all subjects most terms. French and music are taught by specialist teachers, ensuring pupils have access to particular expertise and skill in these subjects.
8. The National Literacy and Numeracy strategies are well implemented and all teachers follow the recommended structure of the lessons, but with extra time allocated each week for pupils to do some extended writing and some mathematical investigations. A scrutiny of pupils' work indicates that they have the opportunity to write for a range of purposes and in different styles. For instance, pupils in Year 2 devise amusing tongue-twisters, send an invitation, write detailed descriptions of a character using adverbs such as 'greedy, selfish and vain', and compose well-structured 'acrostic' poems about fireworks. In a very good Year 2 lesson in the ICT suite, pupils developed their word-processing skills, including the use of the space bar, by describing 'Nigel's untidy house' where there was no space left! By Year 6, pupils progress to using a well-known story to create a dialogue between two characters, which accurately reflects the plot and contains detailed stage and acting instructions. They write non-fiction reports and diaries, including some effective newspaper-style reports with 'attention-grabbing' headlines. In a very good Year 6 lesson, pupils

worked with a challenging piece of text from the 'Narnia' stories to identify adjectival phrases in order to improve their own creative writing. Pupils are taught to speak with confidence and communicate complex ideas clearly. They listen and respond appropriately, asking relevant questions for clarification and following up ideas. They read a wide range of challenging texts with understanding, skim and scan to locate information, and look for meaning beyond the literal. They write in a neat, cursive style in pen, show a good awareness of grammar and spell accurately. They draft, proof-read and edit their work to improve it.

9. In numeracy, Year 2 pupils experience working with non-standard units of measure to find how long or how heavy are certain items. They identify coins and find the value of two and three coins together, and they learn the names of the most common two- and three-dimensional shapes. By Year 6, pupils use percentages and fractions efficiently, and calculate accurately using large numbers. There are some examples of data handling, when pupils investigated a packet of fruit pastilles and recorded their findings in a series of graphs. They understand angles, how to calculate area and describe the properties of shapes. However, the greatest emphasis is consistently on number work, and it is in this area particularly where standards reached are well above those expected. Pupils' skills are fine-tuned in numeracy lessons, because there is a good emphasis on encouraging them to explain their strategies and to respond quickly to quick-fire questions through mental calculations. An over emphasis on work sheets in a few classes limits pupils' opportunities to record their thinking and strategies, and there is not always enough opportunity for pupils to have 'hands-on' experiences where mathematical skills are used for a real purpose, or practical problems where pupils could try different strategies or approaches. In a very good Year 4 lesson, however, pupils conducted a 'string investigation' to find patterns and sequences, which led them to understanding how to create an algebraic formula of their results. The practical approach captured the pupils' interest and they all made significant gains in their learning.
10. Other areas of the curriculum are planned well to develop a range of skills, techniques and knowledge. For instance, a design and technology project on moveable toys in Year 6 involved a high level of precision measuring, the creation of a poster to promote the product, and artistic finishing techniques, as well as the technical and design processes involved. In a Year 5 project on India, pupils created attractive clay tiles to represent the God Ganesh, learnt how to block print when creating a repeating pattern based on an Indian design, produced attractively illustrated guide books, and investigated and recorded population facts in graph form.
11. Teachers draw from a rich and wide range of sources to broaden pupils' knowledge and understanding. For instance, Year 3 this term will study 'creation' by investigating different cultural beliefs about how the world began, as well as being introduced to the 'Big Bang' theory. Year 6 will study texts that range from 'Macbeth' to 'Hiawatha' to an article from 'The Big Issue'. Year 2 will use the works of artists as diverse as Bridget Riley, the Navajo Native American Indians, and Mondrian. Close links with the local secondary school further enrich pupils' learning. Years 5 and 6 visit for physical education, literacy and art sessions and the school makes available extra resources and artefacts to support various topics.
12. A generous amount of time is allocated to physical education. An extensive swimming programme from Years 1 to 4 ensures that nearly all pupils swim confidently to at least 25 metres. The older pupils have access to outdoor and adventurous activities on a residential trip to a specialist centre, where they enjoy abseiling, canoeing and caving, for example. Pupils' skills are further extended by access to a wide range of after-school sporting clubs such as rugby, netball, football, cricket and tennis. Staff and parents with specialist skills coach the older children who enjoy taking part in a range of sporting competitions and events.

13. The school is committed to providing an extensive creative arts programme. Staff with specialist knowledge train the pupils to sing and play to a very good standard. Pupils have the opportunity to take part in high quality productions and some have had the special privilege of performing at the 'Electric Theatre' in Guildford. Pupils who play an instrument are invited to join the band, where they also use percussion to accompany the brass and woodwind instruments, acquiring a lively and well-executed repertoire. This work is enhanced by pupils now having access to a purpose-built performing arts room. After-school activities offer extra opportunities for pupils to enjoy dance, drama and art. A kiln and technology room provide pupils with the well-equipped space to experience art, technology and design projects involving clay, woodwork and mechanics.
14. Learning is enriched by pupils taking part in a range of visits or welcoming visitors to their school. For example, Year 6 visited the local church and took part in a 'mock' wedding ceremony to gain insight into customs and beliefs. A visit by Year 4 to the Victory brought home the reality of life on board a sailing ship. Other pupils enjoyed the shared excitement of the World Music Day at Farnham. Pupils benefit greatly from this rich curriculum, whether they are those with special interests who can further develop their talents, or those who benefit from the opportunity to try something new and meet a different challenge.

Very good relationships with the parents and the local community contribute to the pupils' very positive attitudes towards school and the very good relationships established.

15. The school seeks to fully involve parents in all aspects of its work. Before the children join the reception class, it welcomes them into the life of the school. Parents are invited to bring the children on weekly visits where they take part in the 'Getting Ready for School' programme, and they receive all the necessary information to ensure their children settle happily. The teacher in the designated Language Unit makes home visits so personal relationships can be established before these vulnerable children start school. The success of these programmes was evident during the inspection, when the few children who had just started school were observed to part happily from their parents, respond positively to the staff, operate independently with the available resources, and play co-operatively with each other.
16. The school maintains this close contact with the parents and it keeps them very well informed about school events and their children's progress. Staff throughout the school are available at the end of each day to talk to parents. Details are sent home each term to tell parents what their children are going to cover in their work. Regular newsletters advise them of forthcoming events and any updates, with plenty of notice given for any trips or visits. All parents are invited into school to meet their child's class teacher at the beginning of the school year, and there are opportunities in November and March for parents to see their children's work and discuss their progress with the teacher. A 'Family Open Evening' in July provides them with the chance to see the culmination of the year's work. The school runs two subject workshops for parents each year, to help them understand more about each area of the curriculum and how it is taught in the school. As a result, parents develop a good understanding of how the school operates and so they appreciate and value its work. This reflects on how their children view the school and results in very positive attitudes towards all that is offered.
17. Parents are encouraged to bring their talents into the school to help with activities such as cooking, swimming, nature study, reading and visits. An induction programme helps them understand how to engage with the pupils, and also provides them with the practical information they need. At present, 40 help in school regularly which adds considerably to the support and attention available to the pupils. One parent has designed and set up a very good web-site for the school, which

provides another effective link between home and school. Pupils see their parents as playing a valuable part in the school and being complementary to the learning process.

18. The school values parents' contributions in other ways. For instance, they are encouraged to add their ideas for school development and can attend the meeting when staff and governors agree priorities. They feel their ideas have been respected. For example, the school created a ramp so parents with buggies have easier access, and parents' comments on uniform were taken into account when changes were being considered.
19. Parents know they are expected to support homework and they do this willingly and conscientiously. A shared book keeps parents and teachers in contact, and 'question cards' support parents when hearing their children read at home. The amount of homework builds up each year so, by Year 6, work is set for most evenings. Parents feel the homework set is well prepared and appropriate; it supports learning effectively and prepares their children well for secondary school. Pupils know their parents support the homework and so they develop positive attitudes towards it and appreciate that it reinforces and moves them on in their learning.
20. Parents feel that the school strongly reinforces good attitudes and values. They see home and school in this respect as being 'seamless'. This results in mutual respect and very positive attitudes between children and staff. Parents feel confident that it is a caring school where their children can seek help if they are upset, worried or unwell. Parents and school work closely together. For example, they are kept informed of any concerns about work, behaviour or attitudes and encouraged to come in and agree a way forward. Regular meetings take place with parents of children who have special educational needs and they receive detailed information on how to support and help their child. This effectively aids progress.
21. A Parent Support Group (PSG) runs a range of social events and functions, which successfully involves the local community and ensures the school is seen as an important part of local life. The school also draws on the local community to support pupils' learning, as when they visit the church, raise funds for major projects, or bring in expertise and advice. It encourages pupils to 'give something back' by visiting local clubs for the elderly and disabled, and joining in community events.
22. Overall, the school continues to draw successfully on the parents' skills and contacts to enhance pupils' learning, the school's environment and its facilities and resources. Pupils value the school as a result and their learning is very well supported at home.

An excellent, caring environment ensures equality of opportunity for all its pupils.

23. The school has a firm commitment to equality of opportunity for all its pupils. Since the previous inspection, it has worked hard to fully integrate the pupils who are formally attached to the designated language unit. Each pupil is part of the registration group of a class and they now spend most of their time with their peers and so have access to all subjects and activities. They are very well supported in lessons by trained teaching assistants and by the detailed individual education plans (IEPs) that are prepared for them by the specialist teacher, speech therapist and other involved agencies. These pupils achieve very well as a result. They still receive well-targeted small group and individual support to address their language disorders on a regular basis, and their progress in acquiring speech and language skills is carefully monitored and regularly checked. As a result of this high quality provision, many of these pupils join a mainstream school when their time in the unit has ended in Year 2.

24. Provision for pupils with special educational needs is very good, due to the extremely high level of expertise within the school. Many of the staff have attended special courses and some teaching assistants are now skilled in delivering special programmes to develop basic literacy and numeracy skills. Staff have also benefited from working with the pupils from the unit and gaining first-hand experience on how to meet their needs. Pupils' behaviour and self-esteem are monitored during lessons and playtimes to check whether individuals who are causing concern respond appropriately in different situations. Where difficulties are noted, the school initiates a support programme to improve social inter-action or reduce stress. In this way, behaviour and response is enhanced, and the pupils are able to concentrate on their learning and achieve appropriately for their ability. By the time they reach Year 6, nearly all pupils are reaching the expected level in their work. Their attitudes, behaviour and response are very good. Boys particularly benefit from this very good provision.
25. The academic progress and personal development of all pupils are carefully monitored and recorded, to ensure that all pupils achieve well, whatever their ability. In reception, teachers use continuous assessment to plan the next day's activities and teaching focus. Children's progress is monitored regularly against the 'Stepping Stones' leading to the Early Learning Goals, (which are the national targets to reach by the end of the reception year). From Year 1, the headteacher and co-ordinators monitor every pupil's work in reading, writing and mathematics each term, and record and track pupils' progress year on year against National Curriculum levels. Ambitious individual annual targets are set, based on what was achieved the previous year and a high expectation of what could be achieved the next. Pupils' answers in the annual tests are carefully analysed, to identify any teaching or learning needs, and the school measures its performance rigorously against that of similar schools and takes appropriate action. For instance, having identified a need to improve pupils' writing, five major required skills were listed with sub-sections for each, and now every pupil has a piece of writing checked against every point each term. Results are recorded in a different colour each term, so progress (or not) can be seen clearly. This rigorous process has resulted in standards of writing being raised. In addition, teachers mark pupils' writing very carefully and indicate what they could do to improve it. Weaknesses are used to set individual or group targets, which are shared with pupils and parents. A list of criteria for each National Curriculum level is available for the older pupils, so they know which aspects of their work they need to improve in order to reach the next level. In this way, they are fully involved and committed to improving standards.
26. Gifted and talented pupils are identified through a detailed screening process. Again, several staff have attended courses and developed expertise in their understanding of how to challenge and extend these pupils. A detailed list of appropriate activities has been prepared and matched to each class topic covered, so all teachers can draw on valuable ideas to meet the specific need of these pupils. These pupils also are encouraged to follow an individual or group project, based on their own interests, where they can conduct their own research and work at their own level of understanding. They are invited to attend the summer school for gifted and talented junior-aged pupils run by the local secondary school.
27. The school makes very good provision for the care of its pupils including their safety, security, well being and special educational or welfare needs. It provides a safe, secure and caring environment within which all pupils are valued and respected. All staff, including teaching assistants, receive child protection training and this, together with a clear and practical policy, ensures that child protection issues have a high profile within the school. Staff have high expectations of pupils' behaviour and, in almost all cases, pupils respond accordingly. Pupils are confident that any rare instances of bullying or harassment are dealt with immediately and effectively. Good relationships

and caring attitudes are promoted from the beginning. In the summer term, pupils in Year 5 become ‘buddies’ to the children who attend the weekly sessions prior to starting in reception. Thus, in September, the children have someone in Year 6 to whom they relate and in whom they trust. Older pupils take turns to act as ‘playground friends’ when they are responsible for ensuring nobody is isolated or unhappy during playtimes. Pupils have their own ‘voice’ through the school council and they have been instrumental in many developments and initiatives. Pupils are justly proud of their school and say they hugely enjoy all the opportunities offered.

WHAT COULD BE IMPROVED

Pupils in some classes need more opportunities for independent learning and mathematical investigations.

28. Since the previous report, the school has drawn up a set of guidelines for increasing the level of pupils’ independent learning. These are referred to by teachers when planning programmes of work, using the library and ICT facilities, and for homework. Teachers say that pupils are given regular opportunities to explain their work to the others, and to self-evaluate progress made against their personal targets. Prompt cards are also available for pupils who need structured support in following routines and operating independently. These strategies work positively to promote personal development. However, a scrutiny of pupils’ work indicates that, in a few classes, there is a heavy reliance on worksheets in a range of subjects, particularly mathematics. These limit the pupils’ responses to single words or a number, and so do not encourage pupils to express their knowledge and understanding in their own way. Teachers do not get a clear insight into any underlying difficulties or pupils’ deeper understanding from this kind of task. Particularly in Years 1 and 2, too little work was evident, in subjects such as science and history, where pupils had an active learning experience and recorded it in a variety of interesting ways. However, teachers’ current planning in these year groups indicates that these aspects of learning are likely to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to further improve the work of the school, the governors and headteacher should address the following issue:

(It is followed by a reference to the paragraphs in which it is discussed).

- (1) Provide more opportunities for pupils to express their knowledge and understanding in their own way, especially in mathematics.

(see paragraphs 9, 28).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	5	2	0	0	0
Percentage	7	47	33	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	222
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	11
Number of pupils on the school's special educational needs register	-	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.6	School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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
	2001	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils	School	100 (100)	100 (100)	100 (100)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
------------------------	----------	---------	---------	---------

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	206	0	0
White – Irish			
White – any other White background	8	0	0
Mixed – White and Black Caribbean			
Mixed – White and Black African	1	0	0
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	4	0	0
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	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded			

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)	9.76
Number of pupils per qualified teacher	22.7:1
Average class size	27.75

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	229.35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

FTE means full-time equivalent.

Financial information

Financial year	01/ 02
	£
Total income	719428
Total expenditure	755124
Expenditure per pupil	3401
Balance brought forward from previous year	75670*
Balance carried forward to next year	39977

* This large carry forward figure is due to the sponsorship and donated money raised towards a major building project. The work has been completed and the money has now been spent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.72

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	58	35	7	0	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	44	45	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	25	3	3	0
The school expects my child to work hard and achieve his or her best.	83	16	0	0	1
The school works closely with parents.	52	40	6	2	0
The school is well led and managed.	83	16	1	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	55	35	7	1	2