

INSPECTION REPORT

ALL SAINTS UPTON CE PRIMARY SCHOOL

Widnes

LEA area: Halton

Unique reference number: 131217

Headteacher: Mrs J Forrest

Reporting inspector: L A Furness
8245

Dates of inspection: 25-26 November

Inspection number: 248831

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hough Green Road Widnes
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Crossan
Date of previous inspection:	9 March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Upton School is an average size primary school situated in Hough Green, to the north of Widnes. The majority of pupils are from the local area, which covers a wide range of socio-economic circumstances. The majority of pupils are white British. There are a very small number of pupils from different ethnic backgrounds and one pupil who has English as an additional language. One hundred and ninety five pupils, grouped into 7 classes, attend the school. The percentage of pupils known to be eligible to school meals free of charge is above the national average as is the percentage of pupils having special educational needs. However, the percentage of pupils having a statement of special educational need is below the national average. When children first start school in the reception class (the Foundation Stage of Learning) they mainly have academic and personal skills which are below those expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school with a very supportive happy family atmosphere. The headteacher provides good leadership and the school is well supported by the governors and the staff. The staff work very hard as a team and the quality of teaching is mainly good throughout the school. When considering the attainment of the children when they enter the school and the standards that they attain when they leave at the end of Year 6, it is evident that pupils make good progress and their achievement is good. When account is taken of all these factors, the school provides good value for money.

What the school does well

- The leadership and management of the school are good and this ensures that all staff work together effectively as a team to maintain good quality education.
- The predominantly good teaching that occurs throughout the school ensures that pupils make good progress and achieve well.
- The majority of pupils have very good attitudes to learning and their behaviour is consistently of a high standard.
- Pupils with special educational needs are given a very good level of support and make very good progress.

What could be improved

- Procedures for the checking and the evaluation of teaching and learning.
- Information and communication technology provision throughout the school.
- Planned opportunities for developing pupils' personal and social development, including health, well being and citizenship.

All of the above are identified in the school development plan

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 when the school had only been established for less than two terms as a result of a recent amalgamation of the infant and junior schools. Since then all of the key issues identified have been well addressed. The school has also successfully implemented the National Literacy and Numeracy Strategies and national test results at the end of Year 6 have been consistently very good in comparison with similar schools. Curriculum provision has improved with programmes of work in place that ensure that learning is continuous throughout the school and

improved assessment and record-keeping procedures check pupils' progress. Performance management has been implemented well and, therefore, overall school improvement is good.

STANDARDS

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

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

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

A pleasing set of results. Pupils' performance at the age of 11 in the National Curriculum tests in the year 2002 was above the national average in mathematics and science and matched the national average in English. Compared with similar schools, performance was well above average in all three subjects. The standards attained by pupils currently in Year 6 match the national expectation in English, mathematics and science and pupils' achievement is good. The challenging targets set for Year 6 pupils in 2002 were not achieved in either English or mathematics. However, the targets set for the current cohort of Year 6 pupils are more appropriate and the pupils are on course to meet these targets.

The majority of children start school in the reception class with linguistic, mathematical and personal and social skills that are below those expected for their age. As a result of good progress, the majority of children are close to attaining the early learning goals recommended for children of this age by the end of their reception year. Throughout Years 1 and 2 pupils' good progress continues. Although in 2002 at the age of 7, the pupils' performance in the National Curriculum tests was below the national average in reading, writing and mathematics, in relation to similar schools pupils' performance was above average in all three subjects. On the basis of teacher assessment, pupils' performance in science was below the national average and below average in comparison with similar schools. Pupils currently in Year 2 are attaining standards that are slightly below those expected for their age in reading, writing and mathematics. However, in relation to their prior attainment on entry to the school their achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn. They are responsive and show very positive attitudes in all they do.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class and around the school. They are polite and friendly, and very willing to help each other.
Personal development and relationships	Personal development is satisfactory but relationships are very good. Pupils are caring and considerate, and get on very well with each other and with staff.

Attendance	Unsatisfactory. Although the majority of pupils have good attendance, a minority of parents take their children away on holiday during term-time and this adversely affects their children's learning and their progress.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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.

Consistently good teaching throughout the school ensures that all of pupils make good gains in their learning. The very good relationships create a warm and productive learning atmosphere where pupils are not afraid to be wrong and are successfully encouraged to help each other. In English and mathematics, teaching is good overall and the teachers use assessment information effectively to plan future teaching and learning experiences that are appropriate for the needs of their pupils. Resources are used well to support pupils' learning. Teaching is good for children in the Foundation Stage of Learning, the reception age children. There is a good balance between activities that are directed by the teacher, and those that the children select for themselves. Teaching methods demonstrate a secure understanding of how young children learn. The teaching of pupils with special educational needs is very good and these pupils are supported extremely well. Written marking is satisfactory with some good practice particularly in Year 6 where the marking clearly enables pupils to improve their work. Homework is used well to support and extend pupils' learning in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and interesting curriculum. Information and communication technology provision although satisfactory needs to be improved.
Provision for pupils with special educational needs	Very good. Staff support pupils with special educational needs very well, and the work given to these pupils is clearly targeted to their needs.
Provision for pupils with English as an additional language	Very good. The pupil with English as an additional language is very effectively provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils clearly understand the difference between right and wrong and they are kind to one another. Although pupils are well informed about the ways of life of different people in the world they are less well prepared for life in multi-cultural Britain today.
How well the school cares for its pupils	This is a caring school and good child protection and health and safety procedures are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good The headteacher leads and manages the school well. She is very clear about school improvement and is well supported by all the staff.
How well the governors fulfil their responsibilities	Good. Governors work hard on behalf of the school and give of their time and skills willingly. They provide good support to the headteacher and staff.
The school's evaluation of its performance	Good. A range of good strategies is in place to check upon performance and evaluation procedures are thorough. However, the school has identified the need to refine checking and evaluation procedures in order to make the systems more manageable and effective.
The strategic use of resources	Good. The school spends wisely and secures good value for its expenditure. The principles of best value are soundly applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children are making good progress. ▪ The teaching is good. ▪ Parents feel comfortable approaching the school with questions or a problem. ▪ The school expects children to work hard and achieve their best. ▪ The school is well led and managed. ▪ The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities the school provides outside of lessons.

Although relatively few parents replied to the questionnaire or attended the parents' meeting, the responses that were made overwhelmingly supported the school and the quality of education provided for their children. The inspection endorses parents' positive views, but disagrees with the viewpoint of a minority of parent what they would like to see improved. Although there are few after-school clubs, the good quality and range of opportunities available for pupils in addition to normal lessons, makes a significant contribution to their learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school are good and this ensures that all staff work together effectively as a team to maintain good quality education.

1. When the school was previously inspected the report indicated that the leadership of the headteacher was effective. Although she had been in post for only two terms she already had a clear view of the educational priorities necessary to meet the pupils' needs successfully. This clear sense of purpose and direction has continued and the headteacher's commitment to providing high quality education for the pupils are important factors in this school's ability to continue to improve. She sets the tone for the school, and has been successful in developing a positive ethos for teaching and learning. The school's mission statement of 'encouraging learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching' is clearly evident. The school aims are also clearly reflected in all its work and very appropriately refer to the importance of the highest academic standards possible in conjunction with positively acknowledging each pupil's achievements both in and out of school. The governors and staff effectively support the headteacher and all are working together as a team towards improving the quality of education that this school provides.
2. The headteacher has a collaborative management style aiming at involving all in decision making and ensuring that all views are well represented. Secure procedures are in place to ensure that all are consulted. For example, there are weekly teaching staff meetings and meetings with mid-day assistants. Regular governing body meetings take place and the minutes of meetings are sent to all governors. A school newsletter is sent to parents informing them of recent developments and pupils' views are sought through class and group discussions. This approach to management is effective in ensuring that all views are well-represented. The staff, governors and parents find this approach useful and consequently do not feel alienated from the leadership and management decision-making process. All staff know that they are valued members of a team where all ideas and suggestions are considered equally and fairly.
3. A very useful school improvement plan has been produced with the support of the governors, staff and a local education authority adviser. This focuses very clearly on improving the provision for pupils. The plan clearly indicates the tasks to be done, the resource and financial implications, the checking and evaluation procedures, and the impact that these tasks will have on pupils' attainment and progress. Literacy and numeracy are clearly identified as high priorities and very useful action is identified in order to continue to raise standards in these areas. The development of personal, social and health education including citizenship, improving information and communication technology provision and developing a clear and effective monitoring policy are identified rightly within the plan as areas needing improvement.
4. Managing change successfully is a challenging activity for the leadership and management of the school. All schools have had to implement numerous initiatives over the past few years for

example, the National Literacy and Numeracy Strategies, Curriculum 2000, Performance Management and staff development training in information and communication technology. All of these have been successfully introduced through the effective leadership and management of the headteacher and senior management team. The staff have a positive attitude to change and consequently new initiatives this year, such as the 'Early Literacy Support' and 'developing thinking skills' have been accepted enthusiastically. 'Springboard' mathematics has also been introduced. This is an initiative to support pupils' learning in mathematics. In order to manage the specific needs in terms of behaviour and concentration of a minority of younger pupils, a specific exercise lesson has been introduced to develop reflexes and thinking skills. This is already having a positive impact on the learning of the pupils in the Year 2 class.

The predominantly good teaching that occurs throughout the school ensures that pupils make good progress and achieve well.

5. During this short inspection, all of the lessons observed were at least satisfactory, with one half good and one quarter very good. Teaching is regularly of a high quality in the class of Year 6 pupils. In this class, the teacher has very good relationships with the pupils and this results in highly motivated pupils who have a real sense of enjoyment for learning. A particular strength of this teacher is his teaching of English. Texts for literacy lessons are imaginatively selected and clear explanations and very good use of questioning enables the pupils to further their understanding of different types of texts and styles of writing. For example, in one lesson, pupils were very effectively developing their understanding of time-slip narrative. The teacher's thorough subject knowledge and very good use of resources enabled the pupils to write confidently. The teacher very appropriately modelled a piece of writing, which gave the pupils a very good idea of how to start their own work.
6. Pupils are very willing to answer questions because of the very good relationships that exist and knowing that their answers will be valued and listened to by their teachers. Good lesson organisation ensures that very good use is made of the time available, with pupils moving from one element of the lesson to another quickly. This is particularly evident in the reception class and when the special educational needs co-ordinator (SENCO) is working with pupils with special educational needs. Both these teachers engaged the interest of the pupils well and the balance of activities in their lessons very appropriately maintained the pupils' motivation and concentration. For example, following an activity on the carpet the reception children were encouraged to exercise before starting their independent work. Following a story telling session, the pupils with special educational needs played a sound and letter game which they played with great interest and enthusiasm shouting 'full circle' spontaneously as the game was completed.
7. Planning is thorough and includes specific learning objectives which are shared with pupils at the beginning of lesson. This strategy ensures that pupils are clearly aware of what is expected of them. This was seen in a Year 2 numeracy lesson, when pupils were learning about shapes. The teacher skilfully involved all pupils in learning to find halves of different shapes. This teacher has very good classroom management skills and pupils with behavioural difficulties are well catered for. The teacher uses very good strategies to deal with any pupil who has difficulties, sensitively re-integrating them back into the lesson when they feel they are able. Good classroom management is a consistent feature in teaching throughout the school which successfully ensures that all pupils are appropriately involved and challenged.
8. Pupils make good progress and achieve well throughout the school because teachers use assessment information effectively to plan future learning experiences that are relevant to the

pupils' needs. The beginnings and conclusions to lessons are used well to evaluate pupils' knowledge, skills and understanding and to ensure that pupils' learning is continuous day-by-day.

The majority of pupils have very good attitudes to learning and their behaviour is consistently of a high standard.

9. In lessons observed during the inspection, the majority of pupils' attitudes and behaviour were very good. The older pupils' very good response to lessons contributes significantly toward their good progress in most subjects. Pupils enjoy coming to school, relate happily to one another in all areas of the school, work hard and show a pride in their achievements.
10. The youngest children settle well into school routines and are able to respond appropriately to questions without shouting out the answers. They try hard to complete their tasks and are well behaved. Already at this young age they are willing to collaborate and share ideas. Pupils aged 5 to 7 are interested in their work and are very willing to tidy away resources at the end of lessons. This was seen after the conclusion of a numeracy lesson as pupils quickly and efficiently tidied away the glue, crayons and scissors they had been using whilst investigating halves of different shapes. The small minority of pupils who find it difficult to concentrate and have behavioural difficulties are managed effectively by the teachers and are quickly encouraged to continue with their learning.
11. In literacy lessons throughout the school, the majority of pupils show at least good attitudes. They listen attentively and with considerable interest during the whole-class introduction to the lessons, and show enthusiasm when responding to their teachers' questions. They value the contributions of other pupils, and show respect for their opinions. The pupils sustain concentration very effectively during independent work and share experiences confidently during the final plenary sessions. In numeracy lessons also, the pupils respond well to their work and show a capacity to persevere when difficulties arise. They take careful note of their teachers' advice and guidance to help them improve their performance. The pupils' consistently positive attitudes contribute significantly towards their progress in other subjects. In science for example, their ability to share resources and equipment and co-operate sensibly during investigative and experimental work is a secure feature.
12. In all lessons, the majority of pupils' behaviour is consistently of a very good standard. This is also the case in other areas of the school, including the playground. Lunchtimes are pleasant social occasions where pupils sit eating their meals together sensibly. Older pupils show very good consideration for the younger ones and set them good examples. The pupils' very good standard of behaviour is particularly noticeable during whole-school assemblies and adds considerably to the strong sense of community apparent on these occasions.

Pupils with special educational needs are given a very good level of support and make very good progress.

13. As at the previous inspection provision for pupils with special educational needs is a significant strength of the school. This aspect of the school's work is led and managed very competently by the special educational needs co-ordinator (SENCO) whose considerable expertise, enthusiasm and commitment ensures that the pupils with special educational needs are very well provided for and make very good progress. As at the previous inspection, record-keeping

procedures and individual programmes of work for pupils with special educational needs are thorough and detailed. The SENCO and the teachers regularly review these plans together and very clear targets are then identified. How pupils might achieve the targets are set out alongside very good strategies and ideas for teachers and classroom assistants to use when working with the pupils. The special educational needs policy provides very clear guidance for all staff. The policy clearly indicates the involvement of outside agencies and the roles and responsibilities of various personnel within the school including that of the governing body. Current documentation in place fully complies with statutory requirements. Parents are involved in the schools' work and have regular meetings with the SENCO to support their child's progress. Pupils too have the opportunity to be involved in the target setting process. Parents' are rightly very complimentary about the school's provision for their children and how well they are included in the school's activities.

14. The teaching of pupils with special needs is also very good. Very good relationships exist between the pupils and the staff with whom they work. Pupils are respected and valued resulting in them wanting to do well and trying very hard to succeed in their work. In a very good lesson for Year 2 pupils, a small group of pupils were trying hard to write a simple story. The teacher skilfully reinforced their understanding of the need to add information including description to make their story more interesting. The teacher identified many short-term targets for the pupils so they were able to check effectively their own progress within the lesson. This had the very positive effect of motivating and encouraging the pupils to continue with their work. In another very good lesson for a small group of Year 6 pupils, the teacher's thorough planning and probing questions enabled these pupils to skim, scan and identify the main points of the text. The very good use of praise very effectively celebrates pupils' efforts and boosts their confidence and self-esteem. In both of these lessons, pupils made very good progress and their achievement was very good. A key feature of the school's success with pupils with special educational needs is the way the work of withdrawal groups links closely to work going on in the classroom. These lessons effectively reinforce previous work and great care is taken to ensure that the lesson prepares the pupils well for future work when they are working within the classroom environment.

WHAT COULD BE IMPROVED

Procedures for the checking and the evaluation of teaching and learning.

15. At the time of the previous inspection the school did not have a policy for the checking and the evaluation of standards and the quality of education provided, and this was identified as a key issue for development. The school has appropriately addressed this issue and a variety of procedures are now in place. Teachers' planning and pupils' work are regularly scrutinised. Lesson observations are carried out and national test results and the results of other tests including the optional tests for Years 3 to 5 pupils are thoroughly analysed by the subject coordinators and the senior management team. Pupils' progress is tracked from reception and records of progress are in place for each pupil. As a result of the checking procedures, evaluations are made and action is taken. For example, pupils' writing was recognised as an area needing improvement and a new scheme was introduced to support early writing activities. Training has been provided for all staff and writing is monitored termly through the use of writing assessment books. 'The Progression in Phonics' programme has also been introduced successfully in response to the changes in the National Literacy Strategies' requirement for 'phonics' to be taught daily. Training has again been provided for the teachers, and the classroom assistants have been given time to make the games and activities necessary to support the implementation of this programme.

16. However, although the key issue has been appropriately addressed the school recognises the need to review the existing systems and procedures to make them more manageable and even more effective. The school also recognises the need to involve governors more directly in the checking and the evaluation of the schools' provision. In order to do this, a new policy and two-year action plan has been produced. The policy clearly identifies the rationale and the purpose of the checking and the evaluation of teaching and learning and the roles and responsibilities of all are succinctly identified. The senior management team, governors, curriculum co-ordinators and teachers all have a clearly defined and manageable role. Quite rightly the governors recognise that they are not intended to operate in an inspectorial manner but they need to know about teaching and learning activities in order to make informed judgements about the use of resources and funding. The two-year action plan is manageable and useful and should enable the school to check systematically the standards attained and the quality of provision in each National Curriculum subject.

Information and communication technology provision throughout the school.

17. The school improvement plan very appropriately identifies the need to develop information and communication technology (ICT) provision throughout the school in order to raise standards which at the present time are below national expectations at the end of Year 2 and Year 6. An audit of ICT provision was carried out a year ago and a detailed action plan has been implemented. Hardware provision has improved with the opening of the computer suite but there are still resources needed in this room. For example, seating arrangements are not acceptable for the younger pupils and they are expected to stand whilst working at the computers as was seen in a Year 1 lesson. All classes are timetabled to use the suite and there are plans to add additional computers so that a full class can work together effectively on ICT activities.
18. Initial national guidance was used to ensure that learning was continuous throughout the school but the school has recently introduced a new scheme of work including appropriate software to support pupils' learning. Although a comprehensive and useful scheme, the school is experiencing unfortunately, technical difficulties with the software, and at the present time it is having limited impact on the school's provision for ICT. Once the technical problems are overcome, the school recognises the need to develop assessment and record-keeping activities in order to raise standards.
19. All staff have completed training to improve their own skills and develop more confidence in teaching ICT. Further training is planned to develop expertise in the use of the new software and in how to use the suite with a class of pupils. A key priority is to ensure that there is direct teaching of ICT as a subject, as well as using ICT as a tool for learning within other National Curriculum subjects. A software audit has been carried out and the majority of subjects are appropriately resourced although there are some gaps in history and geography. Information and communication technology is used mainly in English and mathematics but there is evidence of it being used as a tool in other subjects. For example, in Year 6 pupils have used a design program to design their own room within a budget of £500. Pupils thoroughly enjoyed this work and came up with some interesting, innovative designs. In art and design in Year 2, pupils have used an art program to create their own pictures which are displayed in the school hall. Although much work has been done, the school recognises that there is much still to do to ensure that ICT becomes a useful tool for improving pupils' learning and to raise pupils' standards of attainment in ICT.

Planned opportunities for developing pupils' personal and social development, including health and well being (PSHE) and citizenship.

20. The development of pupils' PSHE and citizenship is recognised as a key priority for development within the school improvement plan. Although the majority of pupils are well behaved and are learning to become mature and responsible members of the school, it is felt that a focus upon this would lead to more tolerance, understanding and healthier attitudes towards one another and to society in general. A new co-ordinator has been appointed and a governor who has responsibility for PSHE is working closely with co-ordinator. A good draft policy has been recently produced through consultation with the staff. The policy is now awaiting ratification by the governing body. The co-ordinator clearly knows how to develop this aspect of the school's work and there is a good action plan in place to develop a programme of work for PSHE and citizenship. Using national guidance and a commercial programme of work, the co-ordinator is encouraging staff to make links within their units of work in each National Curriculum subject. In this way any gaps in PSHE and citizenship provision will then be identified and a discrete programme of work relevant to the school will be implemented. Other useful strategies include the introduction of play leaders from the Year 6 class which is aimed at not only improving behaviour overall but at helping to raise pupils' self-esteem, tolerance and understanding. Pupils were trained as play leaders in Year 5 and enjoy this responsibility. The school is also working towards attaining the Healthy Schools award and is setting up a task force to look into ways of introducing a school council which will involve pupils more in the decision making aspect of school life.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the headteacher, governors and staff should:

1. **Improve procedures for the checking and the evaluation of teaching and learning by:**
 - ensuring that all carry out their role and responsibilities identified in the newly developed policy;
 - implementing the two-year action plan.(paragraphs: 15 & 16)

2. **Improve information and communication technology provision throughout the school by.**
 - implementing all of the tasks identified on the school information and communication technology improvement plan;(paragraphs: 17, 18 & 19)

3. **Introduce planned opportunities for developing pupils' personal and social development, including health and well being and citizenship by:**
 - implementing all of the tasks identified on the school PSHE and citizenship action plan.(paragraphs: 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	3	0	0	0
Percentage	0	25	50	25	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 eight percentage points

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	195
Number of full-time pupils known to be eligible for free school meals	55
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	50
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	9	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	7	8	7
	Total	23	26	25
Percentage of pupils at NC level 2 or above	School	79 (82)	90 (82)	86 (82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	14
	Girls	7	7	8
	Total	22	24	22
Percentage of pupils at NC level 2 or above	School	76 (74)	83 (76)	76 (82)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	26	16	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	22
	Girls	14	12	16

	Total	32	34	38
Percentage of pupils at NC level 4 or above	School	76 (88))	81 (85)	90 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	23
	Girls	15	12	16
	Total	35	35	39
Percentage of pupils at NC level 4 or above	School	83 (64)	83 (70)	93 (85)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
White -British	120
White and Black African	1
White and Asian	1
Mixed	3
Pakistani	0
Bangladeshi	1
Black or Black British-African	3
Information not obtained	66

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
White -British	7	0
White and Black African	0	0
White and Asian	0	0
Mixed	0	0
Pakistani	0	0
Bangladeshi	0	0
Black or Black British-African	0	0
Information not obtained	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	8.8
Number of pupils per qualified teacher	22.1
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	86

Financial information

Financial year	2001-20023
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	£
Total income	563190
Total expenditure	528185
Expenditure per pupil	2347

Balance brought forward from previous year	449
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Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
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: 9.7%

Number of questionnaires sent out	195
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	21	11	0	0
My child is making good progress in school.	63	37	0	0	0
Behaviour in the school is good.	58	32	10	0	0
My child gets the right amount of work to do at home.	26	64	10	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	47	42	5	0	6

I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	47	42	11	0	0
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	21	47	16	5	11

Great care must be taken when interpreting these statistics as only about one in ten of the questionnaires were returned and each reply represents approximately 5% of these responses. However, as can be seen, albeit a very small number of parents returned the questionnaire the vast majority of responses are very positive about the school and its work.