

INSPECTION REPORT

LITTLE BOLLINGTON C of E PRIMARY SCHOOL

Altrincham

LEA area: Cheshire

Unique reference number: 111251

Headteacher: Mrs C A Johnstone

Reporting inspector: Mr D S Roberts
1743

Dates of inspection: 20 – 21 May 2003

Inspection number: 253980

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:	5 to 11 years
Gender of pupils:	Mixed
School address:	Lymm Road Little Bollington nr Altrincham Cheshire
Postcode:	WA14 4SZ
Telephone number:	01565 830 344
Fax number:	01565 830 857
Appropriate authority:	The governing body
Name of chair of governors:	Canon N D Rogers
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1743	D S Roberts	Registered inspector
19669	F Kennedy	Lay inspector
17913	B Frost	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, situated in open countryside between the towns of Lymm and Altrincham, is in the parish of Holy Trinity Bollington and the Cheshire Local Education Authority. It has more than doubled in size since the last inspection, but remains smaller than the average sized primary school. It currently provides full-time education for 107 pupils, comprising 74 boys and 33 girls. The proportion of pupils receiving free school meals has increased significantly since the last inspection due to the growth in the school population, but remains below the national average. A substantial proportion of pupils join the school at times other than the normal point of entry, most of them transferring after the age of seven. Of the ten pupils who sat the 2002 National Curriculum Tests for Year 6 pupils, for example, only three had attended the school before the age of seven. On entry to the school the intake of children represents a wide range of ability, but attainment levels are generally similar to those found nationally. Currently, just over 17 per cent of the pupils are on the school's register of special educational needs, which is similar to the national average. The proportion of pupils with statements of special educational needs, currently three per cent, is above that found nationally. Five pupils have specific learning needs, which require external as well as additional school support. At present, less than one per cent of pupils are from families belonging to minority ethnic groups, and there are none for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school, which has many outstanding features. It provides its pupils with a high level of care, and makes excellent provision for their personal and social development. The teaching is predominantly of a high quality. This enables pupils to achieve a good grasp of the key skills of literacy and numeracy by the age of seven, and to benefit from a very good curriculum throughout the school. The headteacher provides leadership of a high calibre, and co-operates very successfully with the governing body, to create a welcoming and supportive community where the Christian ethos is strongly emphasised. Much care is taken to include and involve all pupils in all aspects of the curriculum, taking full account of their needs in terms of gender, race, background and ability. The school is very well managed and provides very good value for money.

What the school does well

- It gives its pupils a very effective start to their education, enabling them to gain a very good grasp of the key skills of literacy and numeracy by the age of seven.
- It provides a rich and stimulating curriculum throughout the school, and makes excellent use of extra-curricular experiences and educational visits to support pupils' learning.
- It is highly effective in supporting pupils' all-round development, and this contributes significantly towards their excellent attitudes to learning.
- It provides teaching that is predominantly of a high quality.
- The leadership provided by the headteacher is of a high calibre.

What could be improved

- Handwriting standards could be improved by adopting a more consistent approach.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

During the five years up to 2002, the school's rate of improvement in the core subjects of English, mathematics and science, kept pace with the national picture.

The school has made very good progress in addressing the key issues identified by the last inspection in 1997. The governing body responded very effectively to the previous inspection's concerns about the danger to pupils from the movement of cars on the premises by extending the car park and providing barriers to control the movement of adults and children. Policies and schemes of work have been developed for all subjects, and very effective arrangements are in place for assessing and recording pupils' attainment and progress. The growth in school population and the introduction of the national strategies for literacy and numeracy have enabled the school to introduce a greater variety of strategies for organising classes and groups of pupils in order to support their learning and meet their needs. In addition, a more systematic approach to the organisation of reading materials enables the school to ensure that pupils are challenged appropriately by the books they read. Throughout the curriculum, the school has built very effectively on the generally good provision apparent at the time of the last inspection. Standards of teaching have continued to improve. The proportion of high quality teaching has increased from 19 per cent, in the 1997 inspection, to over 80 per cent. The school's commitment to providing a broad and high quality curriculum was recognised by the **School Curriculum Award** in 2002, and the strong emphasis placed on staff development and team work contributed towards the recent award of **Investors in People** status at the preliminary stage. The school is well placed to maintain and build on current provision and standards.

STANDARDS

The number of pupils at the end of Year 6, taking the National Curriculum tests in 2002, was less than that permitted for the publication of examination data. This is due to the significant effect that one or two pupils might have on the data when the total number of pupils involved is small.

Children at the Foundation Stage, in the Reception class, make good progress and achieve the early learning goals in all areas of the curriculum by the time they reach Year 1. Standards achieved by pupils aged seven are well above average in reading, writing and mathematics. This reflects the 2002 National Curriculum test results for seven year olds, which showed that the pupils achieved standards which were well above the national average and very high compared with similar schools in reading and mathematics, and well above the average for all and similar schools in writing.

Standards achieved by pupils in the current Year 6 are above average in the core subjects of English, mathematics and science. This is a better picture than the 2002 National Curriculum test results but consistent with the average national test scores for the three years up to 2002, which indicate that pupils exceeded the national average in all three of the core subjects. National guidance requires the use of the three year average when examining the performance of schools with very small cohorts because of the effect that one or two pupils might have on the school's performance. In 2002, for example, a high proportion of the pupils taking the test had special educational needs and only three of the ten pupils taking the tests had attended the school before the age of seven.

Throughout the school, pupils produce work which is often of high quality in history, geography, art and design, design and technology and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate excellent attitudes towards their work. They show considerable enthusiasm, high levels of concentration and a capacity to work very productively.
Behaviour, in and out of classrooms	Behaviour is excellent throughout the school.
Personal development and relationships	Outstanding. Relationships are excellent. Older pupils show great maturity and a well-developed capacity to take initiative and accept responsibility.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Very good	Very good

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

The quality of teaching is predominantly very good and often excellent. English and mathematics are taught very effectively, enabling pupils to acquire good literacy and numeracy skills during their time in the school. Although only a small sample of lessons was observed in other subjects, some high quality teaching was seen in science, geography, history and physical education. Throughout the school, teachers and support staff make very good provision for pupils at different levels of ability, including those with special educational needs. They work hard to ensure that all pupils are appropriately included and challenged by the work in all aspects of the curriculum, irrespective of race or background, and take particular account of the differing needs of pupils in terms of gender, which presents a particularly difficult challenge for the school at this stage because the number of boys on roll is more than twice that of girls.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a high quality curriculum for pupils throughout the school. Their learning is enhanced considerably by well planned extra-curricular activities and visits.
Provision for pupils with special educational needs	Very good provision throughout the school. Work is guided very effectively by individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision.
How well the school cares	The school provides a high level of care for pupils.

for its pupils	
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A very strong partnership has been developed between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is of a high calibre. The headteacher and senior staff provide very effective leadership. Subjects and aspects of the curriculum are co-ordinated very effectively.
How well the governors fulfil their responsibilities	Governing body and headteacher provide clear direction for the work of the school. Governors work hard and very effectively to meet all statutory requirements.
The school's evaluation of its performance	Highly effective use is made of national results and comparative information to analyse and evaluate performance and set targets for improvement.
The strategic use of resources	Very effective school development planning enables money to be spent wisely on educational priorities. All resources are managed efficiently. Best value principles are applied appropriately when making major spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school and make good progress.• Behaviour is good.• The teaching is good and pupils are expected to work hard and achieve their best.• Parents are well informed about their children's progress.• Parents feel comfortable in approaching the school with questions and problems.• The school works closely with parents.• The school is well led and managed.• The school is helping the children to become mature and responsible.• The school provides an interesting range of activities outside the classroom.	No significant minority in any category.

The inspectors agree with the parents' very positive views about the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It gives its pupils a very effective start to their education, enabling them to gain a very good grasp of the key skills of literacy and numeracy by the age of seven.

- 1 In English and mathematics, pupils at all levels of attainment make very good progress and, by the age of seven, achieve high standards in reading, writing and mathematics. The inspection findings are consistent with National Curriculum test results for pupils in Year 2. In the 2002 tests, for example, the pupils' performance in reading and mathematics was well above the average for pupils in all schools and, more significantly, very high compared with those in schools with similar characteristics. In writing, the pupils' performance was well above the average for those in all and similar schools.
- 2 Pupils make very good progress in developing speaking and listening skills. Regular opportunities for younger children to engage in role-play activities help them to develop confidence in expressing themselves. In Year 2, the pupils' well developed speaking and listening skills are very apparent during the whole-group introduction to literacy lessons, when pupils listen carefully to what others have to say and express their own opinions with growing clarity and confidence. Their progress is helped by the fact that teachers ask challenging questions, encourage pupils to think about what they have to say, and create many opportunities for them to express their opinions. At a later stage, opportunities for pupils to talk about their achievements during a weekly school assembly known as "The Sharing Assembly", and attended by parents, help them to develop confidence in expressing themselves in front of a large audience. By the time they are seven, most pupils listen carefully and respond appropriately to what others say, and are becoming increasingly aware that a more formal tone and vocabulary is required in some situations. These skills are particularly well developed in higher attaining pupils, who are able to adapt what they have to say and the vocabulary they use to meet the needs of the listener. This was evident, for example, when one of the Year 2 pupils, studying text about snails, was asked by his teacher to read silently through a paragraph and explain concisely what the paragraph told the reader. The pupil responded accurately after a few seconds, "The paragraph tells us what the snail eats", he explained.
- 3 Well pitched and challenging tasks, during literacy lessons, and some excellent strategies, which encourage all the pupils to participate during the whole-class element of lessons, result in a consistent increase in pupils' reading and writing skills. Opportunities for enhancing these skills are taken very effectively during work in other subjects, such as science, geography and history. Pupils enjoy reading, and standards throughout the school are high. Children at the Foundation Stage, in the Reception class, develop a healthy interest in reading. Good work by teachers, and strong support from parents for the home reading scheme, enable pupils to make significant progress during their time in the school. The teaching, during literacy lessons, is very successful in helping younger pupils to acquire a good grasp of the sounds that make up words, and this helps to improve the pupils' reading and spelling. In a Year 2 literacy lesson, for example, pupils focused on the sounds "ai" and "ay" in order to avoid any future confusion. The pupils' responses, and the way in which they applied their new learning in the activities that followed, indicated a thorough understanding of these new sounds. By the end of Year 2, the pupils develop a variety of strategies to help them recognise unfamiliar words, and higher

attaining pupils use these strategies very effectively to read accurately and fluently with increasingly good expression.

- 4 Strong emphasis is placed on helping pupils to improve their writing skills. At the Foundation Stage, in the Reception class, children make good progress in acquiring early writing skills. In Years 1 and 2, pupils build effectively on this good start to their education, and make very good progress in improving their language skills. Time is taken during the whole-class element of literacy lessons to introduce pupils to ways of improving the quality of their writing. In one lesson, for example, Year 2 pupils made good use of a structured format for writing a report. They produced a series of simple paragraphs to write in an interesting way about a particular creature, such as a spider or snail. Higher attainers were able to use complex sentences correctly to enhance the quality of their work. The provision of regular opportunities for pupils to apply new skills, acquired during literacy lessons, in extended writing for a variety of purposes is a very good feature in pupils' learning. They write particularly well about their visits to places of interest and about their studies in subjects such as history and geography. By the age of seven, most pupils write in sentences, which begin with a capital letter and end with a full stop. Higher attaining pupils make correct use of more advanced punctuation, such as speech and question marks, and produce writing which is increasingly well organised, making correct use of paragraphs.
- 5 In mathematics, children in the Reception class benefit from practical activities which enable them to acquire a good understanding of early mathematical concepts and to increase significantly their mathematical vocabulary. In Year 1 and Year 2, the strong emphasis placed on teaching basic skills helps pupils to make rapid progress in their ability to read, write and order numbers to 100 and beyond. By the age of seven, most pupils are able to use standard units accurately to measure time, mass and length, and to choose the appropriate operation when solving addition and subtraction problems. Higher attainers show a good understanding of place value in larger numbers, and work with increasing confidence to solve problems. In their work on shape and space, pupils have a good understanding of three and two dimensional shapes and their properties, and a growing understanding of angles as a measurement of turn. Across most aspects of mathematics, the pupils' work is generally very accurate.
- 6 The good start provided for the pupils' education, and their early acquisition of key skills in literacy and numeracy, help them to benefit from learning throughout the whole curriculum as they progress through the school.

It provides a rich and stimulating curriculum throughout the school, and makes excellent use of extra-curricular experiences and educational visits to support pupils' learning.

- 7 The content of the curriculum for children at the Foundation Stage, in the Reception class, is successful in addressing all of the nationally agreed areas of learning. Throughout the school, the requirements of the National Curriculum and Cheshire Agreed Syllabus are met fully. In addition, strong links with Lymm High School's modern languages department enable older pupils to benefit from weekly lessons in French and German. The school offers a wide range of extra-curricular activities, which include opportunities for pupils to engage in sport, music, computers and other activities including French and gardening. A very well planned and extensive programme of educational visits to places of interest, and residential visits for pupils in each year group, including Reception, are outstanding features of the school's provision. All of these activities and experiences are drawn on systematically to

enhance the quality of pupils' learning in various subjects of the curriculum. They contribute significantly towards the pupils' personal and social as well as their academic development.

- 8 Strong emphasis is placed on the development of literacy and numeracy skills in work across the curriculum. Well planned opportunities are carefully identified for pupils to apply new skills, acquired during literacy and numeracy lessons, during work in other subjects. This was apparent, for example, in a science lesson for Years 5 and 6, which involved selecting and using the most effective material for protecting an iron nail from rusting. Pupils were required to use their knowledge of the conventions of instructional writing to produce a clear set of guidelines for carrying out a fair test to evaluate the effectiveness of various rust prevention methods. Throughout the school, pupils enhance their literacy skills as well as extending their knowledge and awareness of the world, by discussing and then writing about the relevant topics and issues arising from their studies. In a geography lesson for older pupils, for example, the study of meandering rivers and the formation of oxbow lakes resulted in close examination of the local River Bollin. This prompted interesting discussion about the potential flooding problems, which emerged during consideration of plans to extend the runways at the neighbouring Manchester Airport. Valuable opportunities are created for pupils to apply and consolidate mathematical skills during work in other subjects. In science, for example, the use of appropriately selected graphs to record the findings of some investigations is a strong feature in the pupils' learning. In design and technology, accurate measurements were required to produce some of the very good quality three dimensional models on display in the school hall.
- 9 Increasing emphasis is placed on extending pupils' skills in the use of information and communication technology (ICT) through work in other subjects. As part of their work in art, younger pupils make good use of a computer program to build up a composition of shapes on screen and use colours to produce a pleasing effect. In doing so, they extend their skills in using the mouse to access the various tools required to complete the task. Pupils make growing use of the Internet to search for relevant information in support of their studies. They also use ICT effectively to present the results of class surveys carried out as part of their work in various subjects.
- 10 Excellent provision is made for promoting the pupils' spiritual, moral, social and cultural development. Topics covered during whole-school and class assemblies, and issues arising in lessons, create many opportunities for pupils to reflect on spiritual and moral questions relevant to their age. The school's work to support various charities increases the pupils' awareness of the difficulties faced by other people.
- 11 A rich variety of extra-curricular activities contributes significantly towards the pupils all-round development. The very well planned use of educational visits and visitors to the school, as well as the outstanding programme of residential visits, to support pupils' learning, is an excellent feature of the curriculum. All are planned very carefully to provide pupils with a variety of experiences, which are then used to stimulate interest and increase the relevance of pupils' learning in subjects such as science, geography and history and provide inspiration for creative writing, poetry and art. The school's success in providing its pupils with a broad and balanced curriculum and the perceptive way it draws on the community and the environment to support pupils' learning was recognised by the award of the School Curriculum Award in 2002.

It is highly effective in supporting the pupils' all-round development, and this contributes significantly towards their excellent attitudes to learning.

- 12 The school's main aims include a commitment to treat each child as an individual, develop their independence and self-discipline, and promote caring and considerate attitudes. These aims are reflected consistently in all of the school's work. In lessons observed during the inspection, the pupils' attitudes to learning were excellent.
- 13 From Reception to Year 6, the curriculum is organised in a way which creates numerous opportunities for pupils to make decisions and take responsibility for their own learning. Group activities often require pupils to co-operate and work together to solve problems or complete tasks. In classes for older pupils, regular discussions of matters arising from formal or extra-curricular experiences enable pupils to explore meaningful issues, to consider and express their views on important matters and to consider and value other opinions.
- 14 The wide-range of extra-curricular activities, educational visits to places of interest in the locality and further afield, and the outstanding programme of residential visits, contribute enormously towards pupils' personal and social, as well as their academic development. The links established with a number of charities foster a sense of caring in the pupils and an awareness of the problems faced by people in their own and other countries. The excellent provision made for promoting pupils' spiritual, moral and cultural development helps to support the all-round development of each child. The school maintains close links with the church, which pupils refer to as "our church", and the Christian ethos which pervades the school contributes significantly towards the pupils' spiritual development. The highly successful promotion of pupils' moral and social development is reflected in their outstanding behaviour and excellent relationships with each other. The "playground pals" scheme, which involves pairing an older pupil with one of the youngest children, contributes towards the moral development of the older pupil as well helping the younger child to feel comfortable and secure in the playground. The pupils' cultural awareness is very well developed, both in terms of their own and other cultures.
- 15 The pupils enjoy school, relate happily to one another, work hard and show a healthy pride in their achievements. Their excellent response to lessons contributes significantly toward their good progress in their learning. The youngest children make good progress in learning how to share and work sensibly in pairs and small groups. They demonstrate very good attitudes towards their work and are well behaved. The children benefit greatly from the close attention given to their personal, social and emotional development at the Foundation Stage.
- 16 As pupils progress through the age range, particular features and strengths become noticeable in various subjects. In English, pupils listen attentively during the whole-class introduction to lessons and show enthusiasm when responding to their teachers' questions. Older pupils demonstrate considerable maturity when engaging in class discussion. They value the contributions of other pupils, and show respect for their opinions and beliefs. In mathematics, the pupils' ability to recall prior learning is a strong feature which reflects their conscientious attitudes to their work. They respond well to challenging work and show a capacity to persevere when difficulties arise. Older pupils in particular demonstrate a well developed capacity to work accurately in a disciplined manner. In science, the pupils co-operate sensibly during investigative and experimental work and share resources and equipment sensibly. In ICT, pupils show a capacity to co-operate effectively in pairs, and their increasing ability to

overcome difficulties through trial and error contributes greatly towards their good progress and attainment.

It provides teaching that is predominantly of a high quality.

- 17 During this short inspection, all of the lessons observed were at least good, 83 per cent very good or better, and 16 per cent excellent.
- 18 Teachers and support staff for the youngest children, in the Reception Class, help them to settle quickly and make good progress in all areas of learning. This ensures that they are well prepared for Year 1. Throughout the school, conscientious preparation enables teachers to be secure in their subject knowledge and expertise. These are important factors in enabling teachers to meet the needs of pupils in mixed aged classes.
- 19 High expectations of pupils and excellent classroom management are consistent features in the teaching, which extend pupils intellectually, sustain a good pace of learning and promote excellent behaviour. All pupils are aware of the targets set for them in the key areas of literacy and numeracy. This increases their sense of purpose and contributes towards a feeling of satisfaction when targets are achieved. The practice of sharing the main objectives for lessons with the class, at the beginning of lessons, gives pupils a very good understanding of their own learning.
- 20 Teachers make very good provision for pupils at all levels of attainment, including those with special educational needs. Precise individual targets for learning are identified for pupils with special educational needs. These targets are realistic and measurable and help the pupils to make very good progress.
- 21 English is taught very effectively throughout the school, and the implementation of the National Strategy for Literacy is highly successful. Teachers prepare lessons carefully, taking care to meet the needs of pupils at different levels of attainment. The high levels of interaction between staff and pupils during the whole-class element of literacy lessons is a very good feature in the teaching. In Year 2, for example, excellent strategies were adopted to enable the pupils to participate. Pupils were asked to stand if they thought a particular word contained the sound spelt "ay", but remain seated if they thought the spelling was "ai". In addition, the perceptive use of writing boards enabled all pupils to contribute by offering answers to questions arising from the study of the whole-class text. Teachers take care to value the pupils' opinions and suggestions. In Year 4, for example, the teacher made very good use of a flip chart to list the pupils' contributions towards a class poem. The encouragement provided by the teacher was rewarded with an excellent response by the pupils. It enabled them to produce a poem which was similar in style to that selected for the introductory text. The careful selection of texts to interest and stimulate pupils is a strong feature in the teaching of English. In Year 6, for example, the 1938 spoof radio broadcast in New York, announcing the commencement of the "War of the Worlds", in order to publicise H. G. Wells' book was used as the introductory whole-group text. It captured the interest of pupils and motivated them very successfully to write their own radio scripts.
- 22 In mathematics, teachers and support staff work hard and successfully to meet the needs of pupils at different levels of attainment. Lessons are carefully prepared, appropriately challenging and move at a good pace. The brisk mental starter at the beginning of lessons is conducted very effectively and enjoyed by the pupils. The commitment of teachers to meet the needs of their pupils was illustrated particularly

well in a high quality lesson observed in the combined Year 2/3 class. After the mental starter, pupils engaged in appropriately challenging group tasks, making very effective use of home made resources to support the practical activities. Home-made cards were then used during the plenary session. The highly effective co-operation between teachers and support staff is particularly apparent in mathematics. In a Year 5/6 lesson, focusing on angles, the very good involvement of the class teacher and classroom assistant in assessing, guiding and encouraging the pupils during group work was a very strong feature in the lesson, enabling pupils to make significant progress in their learning.

- 23 The teaching is of a generally high quality throughout the curriculum. In science, very good lesson organisation achieves an appropriate balance between teacher explanation and creating opportunities for pupils to learn through investigation. In ICT, an increasing number of opportunities are created for pupils to use computers in their own classroom to work on well selected tasks linked to the main focus of the lesson. Due to the nature of a short inspection, it was only possible to observe a limited sample of teaching in other subjects. However, some high quality teaching was observed in geography, history, and physical education. The examination of work completed previously and work on display indicated some very good teaching in art and design and design and technology.
- 24 Throughout the curriculum, teachers make good use of homework to enhance pupils' learning. In all lessons, the care taken by teaching and support staff to include and involve all pupils in all aspects of learning, taking into account their differing needs in terms of gender, race, background and ability, is a strong feature in the school.

The quality of leadership provided by the headteacher is of a high calibre.

- 25 The headteacher's strong sense of purpose and commitment to provide education of a high quality for the pupils are very important factors in this school's success.
- 26 The headteacher's ability to foster and develop leadership qualities in other members of staff is a strong feature in her approach. She and the staff combine very effectively with a committed and hard working governing body to provide clear vision and direction for the work of the school.
- 27 Excellent communication contributes positively towards the highly efficient management of the school. Governors have a very good appreciation of the school's strengths and weaknesses and fulfil their statutory duties very successfully. Educational aims are communicated very effectively to parents, and are reflected consistently in all of the school's work. Highly effective procedures for keeping parents informed about their children's progress contribute greatly towards the strong partnership which exists between the school and the home. The purposeful involvement of staff in producing policies and identifying priorities for school improvement, and the clear guidance and training provided for them, contribute significantly towards the whole-team goal of achieving effective learning.
- 28 The rapid increase in the number of pupils on roll has resulted in some accommodation difficulties. The school works hard and successfully to ensure that these do not restrict curricular opportunities for the pupils. The larger than usual proportion of money carried forward from the last financial year is to meet the cost of two new mobile classrooms. The governing body anticipates that the new classrooms will be in place before the end of the next academic year.

- 29 Co-ordinators for subjects and aspects of provision work extremely hard. They provide purposeful leadership and make a vital contribution towards maintaining a high quality curriculum. In all subjects, the perceptive way in which pupils' learning experiences, acquired in extra-curricular activities and from educational and residential visits, are used systematically to stimulate interest and enhance the quality of pupils' work is an outstanding feature in their co-ordination. In all subjects and aspects of the curriculum, co-ordinators are highly successful in implementing the school's commitment to meet the needs of all pupils, irrespective of race, gender, ability or background.
- 30 The high quality of leadership results in well motivated staff. Teachers, teaching assistants and all other staff work hard, but convey a sense of enjoyment. This contributes greatly towards the strong team spirit and happy atmosphere which exists in the school.

WHAT COULD BE IMPROVED

Handwriting standards could be improved by adopting a more consistent approach.

- 31 Up to Year 2, pupils use print when writing. The school begins to introduce joined-up writing from Year 2, in line with National Curriculum requirements, and this form of handwriting is used by pupils during the remainder of their time in the school.
- 32 Handwriting standards vary considerably in classes for older pupils. Some pupils have developed a handwriting style which is neat, fluent and of a consistently good standard. Too many pupils, however, produce handwriting which is less consistent and sometimes untidy. In many instances, older pupils choose not to use joined-up script when writing, preferring to continue to use print.
- 33 The school has included the need to improve handwriting standards as a priority in its school improvement plan and has introduced a new scheme aimed at raising standards. This scheme now needs to be implemented consistently, and pupils' handwriting monitored at regular intervals. In addition, appropriate training should be arranged for teaching and support staff to enable all to be confident and effective in teaching and promoting good handwriting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34 In order to raise standards further, the governing body, headteacher and staff should:

- i) seek to achieve good handwriting standards throughout the school by:
 - implementing the new school policy consistently;
 - monitoring regularly to evaluate impact;
 - providing appropriate training for staff needing support in promoting good handwriting standards.

(paragraph references: 31, 32, 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	2	0	0	0	0
Percentage	18	64	18	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nine 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)	-	107
Number of full-time pupils known to be eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	NA*	NA*	NA*
	Girls	NA*	NA*	NA*
	Total	NA*	NA*	NA*
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	NA*	NA*	NA*
	Girls	NA*	NA*	NA*
	Total	NA*	NA*	NA*
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	91 (100)
	National	85 (85)	89 (89)	89 (89)

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

* As the number of boys and girls is fewer than 10 the data on pupils' performance in terms of gender is not published.

Note: The total number of pupils taking the national tests at Key Stage 2 (Year 6) was below that permitted for data to be published.

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	106	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-

Financial information

Financial year	2002/03
	£
Total income	292,642
Total expenditure	286,742
Expenditure per pupil	2,784
Balance brought forward from previous year	60,050
Balance carried forward to next year	65,950

Number of pupils per FTE adult	-
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FTE means full-time equivalent.

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	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	30	5	1	1
My child is making good progress in school.	63	32	4	1	0
Behaviour in the school is good.	59	38	1	0	2
My child gets the right amount of work to do at home.	43	47	8	2	0
The teaching is good.	65	28	1	0	6
I am kept well informed about how my child is getting on.	52	35	8	0	5
I would feel comfortable about approaching the school with questions or a problem.	73	24	1	0	2
The school expects my child to work hard and achieve his or her best.	65	31	0	0	4
The school works closely with parents.	63	29	5	0	3
The school is well led and managed.	72	27	0	0	1
The school is helping my child become mature and responsible.	63	35	1	0	1
The school provides an interesting range of activities outside lessons.	70	27	2	0	1