

INSPECTION REPORT

**THE CURZON CHURCH OF ENGLAND PRIMARY
SCHOOL**

Quarndon

LEA area: Derbyshire

Unique reference number: 112981

Headteacher: Mr B L Windscheffel

Lead inspector: Mr E Jackson

Dates of inspection: 12 – 14 January 2004

Inspection number: 258112

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 115

School address: Church Road
Quarndon
Derbyshire
Postcode: DE22 5JA

Telephone number: 01332 550172
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Appropriate authority: Governing body
Name of chair of governors: Mr A L C Glover

Date of previous inspection: 27 April 1998

CHARACTERISTICS OF THE SCHOOL

The Curzon is a small, popular Church of England aided school on the outskirts of Derby. There are 115 pupils on roll, from ages four to 11, and each year group save Year 5 is oversubscribed. Almost all the pupils are ethnically white, with a very small number of pupils of British Asian or mixed heritage. All the pupils speak English as their first language. The number of pupils with special educational needs is well below average, and there are no pupils with statements of their needs. The number of pupils eligible for free school meals is below average, and socio-economic circumstances locally are favourable. Children's attainment at entry to the school is above average. The school has Beacon status for its high standards, and received a School Achievement Award in 2000. It also has recent Healthy School and Walk to School awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3108	E Jackson	Lead inspector	English Art and design Design and technology Music Physical education Special educational needs English as an additional language
9951	L Brock	Lay inspector	
29504	S Herring	Team inspector	Areas of learning in the Foundation Stage Mathematics Science Information and communication technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** that has generally maintained its strengths and high standards from the previous inspection, and improved well in other areas. It is well led and very well managed. The quality of education is good, but the accommodation is cramped, and impacts on pupils' progress. The school has maintained **good value for money**.

The school's main strengths and weaknesses are:

- High standards have been maintained in English, mathematics and science, and standards have improved well in information and communication technology (ICT).
- Teaching is good, including the contribution of support staff, leading to good achievement.
- The new reception class curriculum is not fully established, although provision overall is sound.
- The curriculum is enriched well, supported by very good community links.
- There are insufficient links between different subjects of the curriculum.
- There are very good relationships at all levels, and good care and welfare arrangements.
- The head, staff and governors have clear vision for the school's development and manage the school's activities very well.

STANDARDS ACHIEVED

The school has maintained high standards in national tests for Year 2 and Year 6 pupils **for a number of years**. The table shows that achievement at the end of Year 6 in 2001 in mathematics, and in 2003 in English, was in the top five per cent nationally. The school's results have been well above average for a number of years, and overall were well above those in similar schools in 2003, although results in mathematics were average.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A*	A
mathematics	A*	A	A	C
science	A	B	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2. Results should be compared with national and similar schools cautiously, as cohorts in the school are small.*

Children's attainment at entry to the school is above average. They achieve satisfactorily in the reception class, and achieve levels above the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their physical development is average for their age. Pupils in Years 1 to 6 achieve well in reading, writing and mathematics. They also achieve well in science, and in ICT and history. In Years 1 to 4, pupils also achieve well in art and design. **Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** They have **good attitudes** to their work, and **behave well**. Attendance is **well above average**, and **punctuality is very good**.

QUALITY OF EDUCATION

The quality of education is good, with a good curriculum well taught, leading to good achievement overall. Teaching and learning are good, and no unsatisfactory teaching was observed. It is strongest in Years 3 to 6, but is also good with good features in Years 1 and 2. It is sound in the reception class, with room for improvement. The staff make good use in the main of the fairly cramped

accommodation. Those pupils with special needs make good progress towards the set targets, often supported very well by support staff. There are very good links with the community and other schools in the Beacon partnership, adding to the overall quality of education. The curriculum is enriched well by visitors, after-school sporting activities and visits out of school. However, further links could be made between subjects to help the pupils make connections in their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher sets the tone well, and promotes a high ethos for learning. He is well supported by other staff, and the school is very well managed. It has a calm but purposeful atmosphere, enjoyed by the pupils. The governors perform their duties well, and both support and challenge the school effectively. Financial management is very good, and the use of staff and other resources is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in very high regard, and links with them are good. Pupils also feel that the school supports them well, and that there is always someone they can turn to if they need help. Some concern was shown about the inconsistency of homework arrangements, and the school has already begun to review these. Inspection evidence was inconclusive on this aspect.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop more creative and innovative approaches to teachers' curricular and lesson planning at Key Stages 1 and 2
 - a. to make more effective links between the different subjects of the curriculum to aid pupils' learning;
 - b. to raise standards of achievement in the humanities and aesthetic, creative and physical areas of learning to more closely match those achieved in the core subjects.
- Develop Foundation Stage practice further in the reception class to provide a sharper focus for children's activities so that their learning has a clearer direction.

and, to meet statutory requirements:

- Ensure that the annual report of the governing body to parents meets statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in English, mathematics and science are well above average by ages seven and 11, and have been maintained at this level for some years. Achievement is good in Years 1 to 6, and satisfactory for children in reception. Very good improvements have been made in ICT since the last inspection, and standards are above average. Girls generally achieve higher levels than boys. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- Standards achieved in writing are high across the school, and some girls achieve very high levels, because this aspect is taught very well.
- Pupils learn to read very well using a very good range of book and electronic resources.
- They to learn to investigate and solve problems in mathematics and science very well, despite the cramped accommodation.
- Improved achievement in ICT is a real success story for boys and girls, based on the staff's increased confidence and competence, and the ready access to computers in classrooms.

Commentary

1. The school has maintained high standards in national tests for Year 2 and Year 6 pupils for a number of years. The table shows that achievement at the end of Year 6 in 2001 in mathematics, and in 2003 in English, was in the top five per cent nationally. The school's results have been well above average for a number of years, and were above those in similar schools in 2003, particularly in English. Results in mathematics fell back slightly in 2003, and the school has put in place a successful review programme to restore achievement to previous levels. The trend in the school's results is above the national trend over five years at Key Stage 1, but slightly below the average national rise at Key Stage 2. This is because of the recognised fall in achievement in mathematics. However, numbers are small, and caution is required in interpreting test data as the achievement of one or two pupils can appear significant when rounded as a percentage.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	30.7 (29.3)	26.8 (27.0)
mathematics	28.7 (29.3)	26.8 (26.7)
science	30.7 (29.6)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

2. Children achieve satisfactorily in the reception class, and reach levels above the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development, and knowledge and understanding of the world. Their physical development is average for their age. There was insufficient evidence to make a secure judgement about children's achievement in creative development.
3. The school's standards in national tests at seven and 11 often place the school in the top five per cent of schools nationally. For example, this was the case in 2002 for Key Stage 1 results in reading, writing and mathematics, and for writing at Key Stage 1 and English at Key Stage 2 in 2003. These standards were well above those in similar schools based on socio-

economic indicators, and on prior attainment at seven for 11-year-olds. Across the school, pupils use their very good reading skills very effectively in interpreting and understanding a wide range of fiction and non-fiction texts.

4. As attainment at entry to the school is generally above average, these high standards reflect good achievement. Pupils in Years 1 to 6 achieve well in reading, writing and mathematics. They also achieve well in science, and in ICT and history. In Years 1 to 4, pupils also achieve well in art and design.
5. The school has identified through its evaluation of results that girls by 11 outperform other girls nationally by a wide margin, particularly in English. However, whilst boys also outperform boys nationally, they achieve lower levels than girls in the school, significantly so in English, and recently in mathematics. The school has put in place programmes in English and mathematics to raise boys' achievement in these subjects, with some success. A staff training programme to improve the way that pupils' investigative and problem-solving skills are taught in mathematics and science has been effective.
6. Developments in ICT have been very good since the last inspection. The staff are far more competent in teaching the subject now, and the decision to equip each teaching area with a mini computer suite has resulted in frequent and skilled use by the pupils. The staff encourage the pupils to use ICT in many areas of learning, and there is great potential here for further innovative approaches to their learning in different subjects.

Pupils' attitudes, values and other personal qualities

The pupils' attendance and punctuality are very good. Their attitudes and behaviour are good both in lessons and around the school. Personal development is good overall, and pupils grow and thrive within the school 'family'.

Main strengths and weaknesses

- Pupils like school and attend willingly as seen in their very good attendance.
- The school is characterised by very good relationships between all members of the school community.
- The school is a civilised and orderly environment which is reflected in the good attitudes and behaviour of pupils.
- Personal development is good overall but there is room for improvement in pupils' understanding of cultural diversity.

Commentary

7. The **children in the reception class** are on target to **achieve the expected goals in personal and social education**. Pupils mature well as they progress through school. By the time they reach **Year 6**, most are **confident and have a caring attitude** towards others. The school provides well for pupils' personal development and they have a good understanding of right and wrong. Pupils' **moral and social development is good** and all pupils value fair play, and feel they have every opportunity to succeed.
8. **Pupils' behaviour is good** and they clearly respect and trust their teachers. **Attitudes to school are good** and pupils readily accept responsibilities around the school. They have shown by the maturity with which they accept them that this could usefully be extended to more opportunities for independent learning in lessons. Their good behaviour overcomes the cramped accommodation in some lessons. For example, Year 4 pupils made good progress in planning a sequence of movements in a physical education lesson due simply to their willingness to work together in a mutually supportive learning environment, despite their movement being restricted by lack of space.

9. Pupils' **spiritual development is encouraged during assemblies**. They are clear about their beliefs and pointed out the displays of their work which highlighted the opportunities they have to think about and discuss emotions and feelings. Entry into the Golden Book, as a personal reward, is strived for and valued. The school and class Councils are given due importance, and their ideas are valued and supported by pupils, staff and governors. For example, at their suggestion, the school started an Internet Club. The historical links with the Curzon family who founded the school enhance pupils' **good awareness of their local culture**. Whilst pupils study other faiths in religious education, there is **room for improvement in their awareness of the rich cultural heritage of Britain today**.

Attendance

10. Pupils' attendance is **well above the national average** with very little unauthorised absence. **Punctuality is very good** ensuring that lessons get off to a prompt start.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

11. Apart from the year prior to the inspection when three pupils were excluded from school for fixed periods, exclusions are rare. The school makes every effort to ensure that pupils work in a calm, harassment-free learning environment.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
84	6	0
2	0	0
1	0	0
2	0	0
1	0	0
14	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, with a **good curriculum well taught**, leading to good progress and achievement overall.

Teaching and learning

Teaching and learning are good, and no unsatisfactory teaching was observed.

Main strengths and weaknesses

- The core subjects of English, mathematics and science are taught well.
- Assessment information is used well to plan new learning in these subjects.
- The staff work well together, and the support staff contribute strongly to the high standards achieved by the pupils.
- Teaching and learning in Years 3 to 6 are very good.
- The organisation and management of learning for reception children are not precise enough.
- The improvement in teaching, learning and achievement in ICT is a strong factor in the maintenance of high standards.
- Staff and pupils maximise their use of the tight accommodation.

Commentary

12. **Teaching and learning in the core subjects are good** with some very good features in English and mathematics. Reading and writing are promoted well, and the staff use the national literacy and numeracy strategies effectively. This helps maintain the high standards achieved by pupils in these subjects, maintained since the last inspection. Pupils report that they enjoy their lessons, and always have someone to turn to when they need help. Improvements in teachers' and support staff's competence and confidence in ICT have raised the quality of education in the subject, with good impact in other subjects. Staff encourage the use of literacy and numeracy effectively across the curriculum, but have not been particularly creative in how they manage this, and the promotion of skills across the curriculum. As the school has Beacon status, more innovation could have been expected here.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (16%)	13 (42%)	13 (42%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. **Teaching is sound in the reception class**, with some room for improvement. Communication, language and literature are promoted well, and children have good opportunities for speaking and listening. However, lesson planning does not specify clearly enough what is expected of those children who are not working directly with a member of staff.
14. **Assessment is used well** in literacy and numeracy across the school, including in reception, to record how well pupils have achieved, and to track their progress. This assessment is detailed and accurate, and helps the staff to refocus their efforts when monitoring reveals weaknesses in provision. Staff also make assessment judgements in all the subjects taught, improving in science and ICT, but it is unclear on what basis judgements are made in some other subjects.
15. The staff work well together, and because the school is small, they share a great deal of information in common. This informal communication is strong, and informs the more formal monitoring and evaluation systems. Support staff make a very good contribution to pupils' learning. They willingly take part in further training, sometimes in their own time, and use what they learn skilfully in working with individuals and groups. This is very effective in supporting separate year groups in mixed age classes, or in supporting pupils with special educational needs.

16. Pupils with special educational needs make good progress towards the set targets, often supported very well by support staff. All staff are aware of the targets set in pupils' individual learning plans, and plan effectively to meet them. The support staff offer skilled and sensitive help to small groups and individual pupils, enabling them to make short step improvements in their literacy, numeracy and behavioural skills.
17. The best teaching occurs in Years 3 to 6, with some very good teaching in mathematics in Year 2. Very good lessons were seen in English, mathematics, art and design and music. In these lessons, the high quality of the working relationships allied to subject competence led to very good progress in learning, and a real sense of achievement for the pupils. For example, in art and design with Years 3 and 4, the quiet hum of absorbed concentration as the pupils carefully completed their detailed and skilful patterns underlined the teacher's insistence on precise and thorough management of the design by the pupils. However, opportunities are lost in overall lesson and project planning to develop innovatory approaches to learning based on local knowledge, specific staff skills, and the pupils' above average competence in basic skills.
18. Good arrangements have been made to minimise the effects of cramped accommodation on a large mixed age class of Year 3 and 4 pupils. Literacy and numeracy are taught effectively each morning to separate year groups by the employment of a part-time teacher who works in the hall with Year 3. Similarly, the headteacher teaches music to the separate year groups whilst the class teacher leads physical education with the other group in the hall. This goes some way to offer these pupils room to work in reasonable circumstances.

The curriculum

The curriculum is good, and meets all statutory requirements effectively.

Main strengths and weaknesses

- A good curriculum has been maintained since the last inspection, meeting all statutory requirements.
- The Foundation Stage curriculum has been adopted, but further development of how it is organised and delivered is required.
- Pupils' learning has been improved by developments in ICT.
- There are good enrichment activities to extend pupils' learning.
- The accommodation restricts delivery of aspects of the curriculum.

Commentary

19. **The curriculum meets all statutory requirements**, and is thorough in the core subjects of English, mathematics, science and ICT. The National Strategies for literacy and numeracy are used effectively to promote pupils' core skills, helping to maintain high standards. There are also initiatives in music and art and design, with new resources and guidance for teachers beginning to have impact on the overall quality of education.
20. The **reception class has full access to the recommended stages of the Foundation Stage curriculum**, and some of these children work appropriately in the early stages of the national curriculum. They work in a class with Year 1 children, and these groups are often taught separately. For example, there are opportunities for physical development outdoors for the reception pupils whilst Year 1 pupils work indoors. However, further work is required to interpret the curriculum more effectively, particularly for those occasions where children work independently.
21. The improvement in ICT has been a real success story for the school. The staff are far more confident in the subject since the last inspection, and give pupils good opportunities to

practise and improve their skills. This is beginning to improve work in other subjects, such as word-processing in English, and data-handling in mathematics.

22. The **curriculum is enriched well** by visitors, such as a puppet theatre, leading to good work in design technology when all the pupils made their own puppets. There are also good links with other local schools, places of educational interest, and local businesses, all contributing effectively to the pupils' learning. However, further links could be made between subjects to help the pupils make connections in their learning. For example, the staff use national guidance to plan their work in most subjects, supplemented by commercial schemes in some areas. This is adequate, but the school is not sufficiently innovative and creative in planning and delivering its curriculum, based on local knowledge, and its pupils' needs. There are some good examples of this in the use of literacy across the curriculum, but little in other areas.
23. The **accommodation is unsatisfactory** because only three out of the four classrooms meet the space requirements of the local authority building regulations. The staff report accurately that those activities such as design and technology, art and design, practical mathematics and science, and physical education are constrained by the lack of space to spread out for large scale work.
24. However, the staff and governors have been creative in their use of the accommodation, of necessity. This has led to good, and sometimes very good, adaptations to its use. The good quality library situated in the entrance is a fine example of this. The school is also fortunate in having a trained librarian as a member of the support staff, who maintains it at a high level, with good impact on pupils' research skills. The best example, however, is in the siting and use of fixed computer equipment. This has been skilfully built into the generally cramped classrooms, and is regularly in use during lessons. This both supports the development of pupils' ICT skills, and their use across the curriculum. Now that the staff are more confident here, there are possibilities to extend the pupils' independence, and initiation of their own learning.

Care, guidance and support

The provision for pupils' care and well-being is good and the school does all it can to involve pupils in its development. Pupils' personal needs are promoted well and they receive good guidance to enable them to improve their achievement.

Main strengths and weaknesses

- Pupils' welfare, care and health and safety are of paramount importance.
- Very good relationships in school support pupils well through different stages of their school life.
- Induction arrangements are good and help children to settle into school well.
- Pupils have access to good academic support and guidance through careful monitoring by the staff.
- The cramped accommodation sometimes inhibits pupils' learning.

Commentary

25. Teachers and classroom assistants know their pupils well and **provide a positive and supportive climate for learning**. Teachers are very successful in raising pupils' self-esteem, as seen in the confident way they converse with adults and each other. Teachers value what pupils say and use praise constructively to encourage them to grow in confidence. There are effective child protection procedures, supported effectively by good communications with external agencies. Teachers are responsive to the medical needs of pupils and there are two members of staff trained in first aid procedures. The school actively promotes pupils' safety and regular risk assessments of the site are undertaken by the

governing body's health and safety committee. The headteacher and caretaker are vigilant on a daily basis in this regard, and the school is maintained and cleaned to high standards.

26. There are **very good links with the main receiving high schools** and the transfer of Year 6 pupils goes very smoothly. The staff visit local nurseries to inform themselves of children's needs before they enter school. There is a good range of effective assessment procedures in both key stages to measure and track pupils' learning. Individual targets are set to show what pupils need to do to improve but these are not always specific enough in the reports to parents on their children's progress. Pupils with special educational needs are fully included in all activities and they make good progress.
27. There is a **good personal and social education programme** for all pupils that includes healthy eating, sex education and an awareness of the dangers of drugs. This is planned to meet the developing needs of pupils as they move through school. The school has achieved a Healthy Schools Award for its work in this area as well as the interim award for its work on anti-bullying. There is a happy atmosphere in school and pupils confirm that they feel safe and secure.

Partnership with parents, other schools and the community

The school's **partnership with parents is good** and there are **very good links with the community**. Parents support the work of the school and appreciate the efforts the school makes to involve them in its work.

Main strengths and weaknesses

- The school has used its role as a Beacon School to form strong partnerships with other schools and colleges.
- There are very good links with the local and wider community.
- Parents are happy to be involved in children's learning at school and at home.
- Some parents are not satisfied with the information they receive on their children's progress and with the inconsistency of the homework programme.

Commentary

28. There is **good involvement of parents** in the life and work of the school. A group of dedicated parents (the 'DIY Group') have enhanced the school grounds by creating a Wildlife Area and have taken over the planting and maintenance of the school garden as well as a range of other activities. Twelve parents help in school regularly and children benefit from their support. The Parent, Teachers and Friends' Association work tirelessly on behalf of the school to raise funds to support children's learning through a range of social activities. Parents support their children's learning at home well, as seen through comments in the reading diary and their commitment to helping with homework and research projects. The school has recently consulted parents about its work, and plans to include the information gained in planning further developments.
29. The **information** that parents receive is **satisfactory**. The general information through a newsletter and letters home is good but information on the progress that pupils make could be improved in the annual reports to parents. The reports give details of what pupils can do in subjects but not what they need to do to improve. Targets set for pupils are not always clear to parents in some of the reports. There are two formal meetings with parents with an optional one in the summer after the annual reports have been sent out. Because parents are keen to offer maximum support to their children, they would like more information on the work pupils do at home and on the homework schedule which they consider has been inconsistent. Inspection evidence was inconclusive in this regard. However, the school is aware of some parents' views here, and is taking measures to improve procedures.

30. This is a **school at the heart of its community**. The school has a close link with the church which reinforces its commitment to Christian values. A Bible Club is run in the school and the vicar conducts assemblies. Senior citizens are invited to concerts with refreshments and Year 6 pupils enjoy their discussions with them. Pupils are knowledgeable about the history of the school and take a full part in commemoration services to celebrate the founding of the school in the church.
31. There are **very good links with other schools and colleges** through the Beacon schools cluster, and with high schools through joint projects which bridge the gap between primary and secondary education. Visits out of school and visitors into school enrich the pupils' learning experiences. Organisations such as Rolls Royce and Shell offer useful science and technology workshops for pupils. Pupils are aware of the plight of children in the wider community and charity collections, such as for children in Eastern European countries, helps them to understand the needs of others. All these very good links raise pupils' awareness of the importance of the relationship between the school and the community.

LEADERSHIP AND MANAGEMENT

The school is **very well managed** and the **leadership and governance** of the school **are good**.

Main strengths and weaknesses

- The headteacher manages the work of the school and its finances very effectively.
- The headteacher and staff with responsibility for key areas have a strong sense of purpose and provide good leadership.
- The school evaluates its results rigorously and takes effective action where needed.
- Leadership of curriculum development is insufficiently innovative.
- The governors have a good understanding of the needs of the school and monitor its work closely.

Commentary

32. The governors **have a good understanding of the school's strengths and weaknesses** through regular discussions with the headteacher, and through close involvement in the daily life of the school. This knowledge and their strong commitment to the school enable them to hold the headteacher effectively to account for the work of the school. Their support has been instrumental in improving facilities and in the strategic planning for future developments.
33. The **headteacher**, who is well supported by key staff, **provides good leadership**, as evidenced by the Beacon School status. His gentle, subtle approach has created a dedicated team of hardworking staff who work well together and provide a good learning environment. The school development plan is a clear and useful document with key tasks and responsibilities well defined. As a result high standards are maintained and those deemed in need of improvement are dealt with efficiently. Teachers are secure in their understanding of national strategies to guide their teaching. However, there is **insufficient innovation in the leadership of the curriculum** to improve the quality of teaching and learning further in the school's pursuit of excellence.
34. Following the last inspection, the governors and headteacher took **very effective action to improve the provision for ICT in school**. This involved improved resources and significant teacher training. This is a continuous development, and has resulted in a very good improvement in the standards achieved by pupils. There has also been an improvement in the monitoring of the quality of teaching and standards since the last inspection.

35. The school is **fully committed to including all of its pupils** whatever their abilities, needs or backgrounds. This attention to the needs of the individual helps to make the school community a happy one where relationships are very good and pupils achieve well. The management of special educational needs is good, and there are good procedures for identification, links with parents, and target-setting. Individual education plans for identified pupils are generally clear and specific, although some of them do not state pupils' targets effectively enough. Gifted and talented pupils are identified, and many of them achieve high levels in core skills. This is an area of curriculum development that has not progressed sufficiently, however.
36. The **school is managed very well** and this is evident in almost all aspects. For example, maximum use is made of the very cramped conditions, new fixtures such as the library are of high quality and inviting for pupils to use and the school itself is clean and welcoming. Strict financial control ensures that available resources are directed to areas of most need.
37. The school's **self evaluation is used rigorously to raise standards**. For example, the school identified boys' attainment in writing and mathematics by the time they leave school as being an area of concern. They took immediate action to improve this, resulting in the best boys' results ever in writing in the most recent tests. Work to improve results in mathematics continues.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	343,665
Total expenditure	334,283
Expenditure per pupil	2,718

Balances (£)	
Balance from previous year	31,243
Balance carried forward to the next	31,246

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes sound provision for children in the Foundation Stage

Main strengths and weaknesses

- Basic skills are taught effectively.
- The skilled support staff are well deployed.
- Those activities not directly supervised by an adult lack a clear focus and so do not maximise children's learning.
- Changeovers between activities are not always well managed.
- There is good teamwork between all adults in the reception year.
- Assessment procedures are good.

Commentary

38. Children enter school with a wide range of previous experiences and skills, though overall, attainment on entry is above average. Currently, there are 15 children in the reception group, and they are in a class with seven Year 1 pupils. Good induction procedures help new entrants settle quickly into school, with children visiting several times in the term before they start. Sound teaching ensures that children's achievement is satisfactory in relation to their ability. Consequently, by the time they enter Year 1, **a higher than average number of pupils achieve or exceed the nationally recommended goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world: their physical development is average for their age.** There was **insufficient evidence** to make a secure judgement on standards achieved **in creative development.**
39. Teaching and learning are satisfactory now, falling short of the good judgement at the last inspection. Learning is more successful in those activities led by an adult for the whole class, or a group. This was seen in a class session where the teacher made good use of a robot to gain children's interest and to help them practise and succeed in the spelling of simple three letter words. However, though the guidance in the new Foundation Stage curriculum has been adopted in outline for each area of learning, some independent activities are not sufficiently structured. This means that children do not always have a clear focus for their efforts. The teacher's instructions are not always sufficiently clear and so time and momentum are sometimes lost when children move to a different activity.
40. Children have regular reading practice with an adult, at school and at home: this helps to develop reading skills well. Children are taught to form letters systematically and most can copy a sentence accurately, though opportunities for attempting to write for different purposes to develop **communication, language and literacy skills** are limited. There are good opportunities for children to count throughout the day to develop their numeracy skills well. Work about shape in **mathematical development** was well planned, with children building models, testing which shapes would roll, using a shape program on the computer and printing shape patterns. Planning for this area of learning is a good model to use for other topics.
41. Class targets have been introduced to promote children's **personal, social and emotional development.** This is successful in helping children focus on tidying away quickly and sitting on the carpet. However, on some occasions the teacher does not ensure that all children are listening and this reduces the effectiveness of what she is saying. The many skills of the

classroom assistants are used effectively in a group or with individual children and enhance learning well. All adults work well as a team and this provides a good role model of co-operation for the children.

42. Leadership of the Foundation Stage is satisfactory and planning is monitored regularly to check all areas are covered. There are good assessment procedures; adults note significant developments promptly and the teacher uses these and other observations to build an accurate profile of each child.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good overall**, and very good in the juniors.

Main strengths and weaknesses

- Standards achieved by seven and 11 are high.
- The promotion and use of speaking and listening skills is good, although creative use is limited.
- The teaching of reading and writing is good.
- The use of ICT has improved significantly, and is now good.
- The staff are insufficiently inventive in promoting literacy skills through drama, pupil initiated activities, or in work linked between subjects.

Commentary

43. The school has maintained high standards in the subject in national tests for a number of years. These high standards are promoted well throughout the school, and the staff build well on the pupils' above average skills as they enter Year 1. This ensures that the pupils achieve well. Teaching and learning are good, and very good lessons were observed in the two junior classes. There are real strengths in the teaching of writing across the school. Pupils with special educational needs are supported well, including by the support staff, and many of them achieve age expected levels, particularly in reading. Higher attaining pupils shine in literacy, and confidently review their own work to improve its quality further. Girls generally attain higher levels than boys, and the staff have used a number of effective strategies to help boys reach higher levels. The balance between boys and girls can vary sharply year-on-year as numbers are small in each year group, so caution is required in making comparisons about results.
44. Pupils' speaking and listening skills develop well, and there are many opportunities for them to discuss in pairs and groups, to contribute to class discussions, and to listen to and answer questions. For example, in acting out the story of Cinderella, a Year 1 girl used her good understanding of the story and confident speaking skills to extend and conclude the drama skilfully. Similarly, the development of class and school councils gives pupils good opportunities for purposeful talk. The pupils' good attitudes to learning are helpful here, as they overcome the difficulties of cramped accommodation well. However, there are generally too few opportunities for drama, or pupil-initiated discussion.
45. Reading and writing are taught well, and the staff are very competent in planning for and teaching these aspects. Parents are supportive in hearing their children read at home, and in supporting homework. Writing is particularly well taught, and there are many examples on display and in pupils' books of how effectively they build their understanding of sentence and story construction, and the accurate uses of grammar and punctuation. Occasionally, staff are not vigilant in marking spelling inaccuracies, particularly for the older pupils. Currently, Year 1 pupils are taught in two different classes. This is often effective, as when those in one class rewrote the Cinderella story, and in another analysed the characteristics of the subject

of a Bengali story. However, the pupils in Year 1 do not share common experiences currently, and the school is aware that this needs to be closely monitored to ensure equality of opportunity.

46. The staff encourage pupils to use computers well to develop and use their writing skills. The pupils are clearly comfortable and confident, and work individually or in pairs successfully to draft and improve their written work in different styles and genres. However, opportunities to initiate their own writing for their own purposes are more restricted, such as for older pupils to redesign school documents like the prospectus as part of their work in desktop publishing.
47. The subject is well led by an experienced coordinator, who is both knowledgeable about the subject, and about how it is promoted in the school. She leads effectively in her own teaching, and initiates effective action to deal with perceived weaknesses based on her monitoring of standards and teaching. However, there have so far been insufficient creative and innovative developments in the adaptation of the literacy strategy, and its implications across the curriculum, given pupils' good levels of achievement.

Language and literacy across the curriculum

48. Language and literacy skills are used well across the curriculum, both in recording and explaining work, and in listening to staff and other pupils, and in discussion. For example, very good creative writing helped Year 2 pupils to tell the story of Mary and Joseph's journey to Bethlehem from the donkey's viewpoint. Similarly, Year 6 pupils used their good grasp of the specific scientific vocabulary to explain their findings in experiments with sound.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6.
- Pupils achieve well across the school.
- Teaching and learning are good overall, and classroom assistants make a good contribution to pupils' learning.
- Information and communication technology is used effectively to support learning.
- Good efforts have been made to develop problem-solving skills, although there is still insufficient independence for pupils in choosing their own methods.
- Pupils in Year 1 in different classes have different learning experiences.
- The subject is managed well.

Commentary

49. Standards in mathematics in Year 2 and Year 6 are well above average. Whilst there have been inevitable variations over the last four years, due to the small numbers in each year group, overall high standards have been successfully maintained since the last inspection. In some of these years, results for both age groups were in the top five per cent nationally.
50. All pupils achieve well. Higher attaining pupils are suitably challenged through a good focus on applying their skills, and lower attaining pupils and pupils with special educational needs are well supported in class by the teacher and skilled support assistants. Teachers plan effectively to take account of the different age groups in each class, and to meet the needs of higher attainers. The school has invested considerable resources to provide an additional teacher so that Year 3 and Year 4 can be taught as distinct groups. This has been effective in raising achievement for these pupils. An area for rigorous monitoring is to ensure that pupils

in Year 1 who are in different classes have similar experiences before they join together in Year 2.

51. Teaching and learning are good at both key stages. One very good lesson was observed in Year 1/2 when the teacher challenged all the pupils to develop their skills through investigating numbers and patterns. Her high expectations of the correct use of mathematical language helped pupils to become more confident with numbers and their value so that by the end of the lesson older pupils were able to explain why 427 was bigger than 247 by the position of the digits. A strong aspect of the lesson was how younger pupils were similarly challenged using smaller numbers, well supported by the skilled classroom assistant. A good feature in most lessons is the good use of resources to help learning, for example the interactive whiteboard in Year 6 or card games in Year 4.
52. The school has had a recent focus on developing problem solving and investigational work and this is helping to improve pupils' understanding. However, teachers still find it difficult to give pupils time to develop their own methods and solutions, and sometimes restrict pupils' thinking by giving them clues too quickly.
53. There has been a good improvement since the last inspection in the use of ICT to support learning. Younger pupils develop their arithmetic skills well through number games, whilst older pupils begin to appreciate the power of the computer through the use of spreadsheets and realise how vital it is to formulate precise instructions when handling data.
54. The quality of leadership is good. The co-ordinator monitors teachers' plans closely to ensure all aspects are covered. Good assessment procedures have been introduced and so pupils' progress can be tracked through the school. Challenging but achievable targets have been set and this is a strong factor in maintaining high standards.

Mathematics across the curriculum

55. Pupils apply their mathematical skills well in other subjects. Pupils in Year 2 used their understanding of shape to produce artwork in the style of Mondrian and pupils in Year 3 have produced a good range of graphs related to the science topic. Older pupils use their numeracy skills effectively to plan a time line for events in Ancient Egypt and present this using the computer.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6.
- Teaching is good and pupils are challenged well in their learning.
- Achievement is good.
- There is a good emphasis on experimental work, though cramped accommodation sometimes inhibits the range and organisation of tasks.
- Pupils in Year 1 in different classes do not have similar experiences.
- The subject is managed well.

Commentary

56. Pupils in Year 2 and Year 6 attain well above average standards. This good improvement since the last inspection is due to effective staff training, which has improved teachers' confidence in providing practical and experimental work.
57. Achievement is good throughout the school because pupils make good gains in their learning through individual first hand experiences. Higher attaining pupils are challenged through the use of technical language and the requirement to explain conclusions precisely. Lower

attaining pupils and those with special educational needs are well supported to make progress in class by the teacher and classroom assistants where available. The school identified the fact that some older boys did less well than girls and steps to improve the situation were successful, resulting in an improvement in standards achieved by boys in the most recent tests.

58. Teaching is good overall and pupils learn well through a good range of practical activities. This was seen in Year1/2 where pupils tested the relative strength of a wide range of paper, using their detailed observations to grade the papers from rough to smooth. The teacher's high expectations that they should record their findings systematically led to pupils thinking carefully and reaching a high level of understanding. A good feature of all the teaching observed is the good use of questions to challenge pupils' thinking to explain their conclusions accurately. Teachers plan activities to take good account of the needs of the different age groups in the class. However, more account needs to be taken to plan similar topics and activities for pupils in Year 1 who are in different classes. Occasionally the cramped accommodation restricts the full benefit of otherwise valuable activities. This was noticed in Year 5/6 where some pupils could not find a suitable position to observe what happened when a member of their group placed a vibrating tuning fork in water.
59. Pupils make good use of their literacy, numeracy and ICT skills in the subject as they write good explanations and conclusions, measure changes and record their findings graphically, and use a good range of sensing equipment.
60. The subject is managed well. Comparative weaknesses in teaching have been rectified through staff training and this has led to an improvement in standards. An area for development is to further improve assessment procedures in line with other key subjects, though these are satisfactory at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6, a big improvement since the last inspection.
 - The subject is well led and managed.
 - Information and communication technology is used well to enhance learning in other subjects.
 - The school makes creatively intelligent use of the very limited space available.
 - Teaching and learning are good.
 - Assessment procedures need consolidating.
61. In Year 2 and Year 6 pupils attain above average standards. This very good improvement since the last inspection, when standards were below average, is due to: staff training leading to improved teacher confidence; a good improvement in resources, including equipment and software; good leadership of the curriculum. Consequently, the weaknesses identified in the last inspection have been fully addressed.
62. Achievement is good throughout the school because specific skills are taught systematically and all pupils have the opportunity to practise their skills individually and with good support where needed.
63. Teaching and learning are good overall. New skills are explained and demonstrated well so that pupils have a clear idea of what to do. Resources are used well in each class for pupils to practise regularly and in the Year 5/6 class the teacher uses the interactive whiteboard well to enhance lessons in other subjects: for example, in the use of databases for calculations in mathematics. This enhances learning in ICT and other subjects and also demonstrates the

practical applications of computer skills very well. Pupils' good behaviour and attitudes are important factors in developing their learning as they co-operate well in small groups when they are allocated to a machine.

64. The subject is well led and managed and this has been an important factor in improving standards. The school has used its finances effectively to improve resources. Much thought went into planning where to place the computers for maximum effect and the decision to have a bank of computers in each class has resulted in their regular use with a considerable benefit to pupils' learning. Sound assessment procedures have been introduced and these now need consolidating and refining to determine standards achieved more precisely. All elements of the curriculum are covered, but the school has correctly identified elements of control technology as an area for further development.

The use of information and communication technology across the curriculum

65. Pupils have good opportunities to practise their skills and enhance learning in other subjects. Many instances were seen of pupils using good word processing skills in literacy lessons. Pupils in Year 1/2 showed good mouse control to produce a good range of pictures. Pupils use the computer routinely in mathematics lessons to practise arithmetic skills and generate graphs, and in a science lesson in Year 3/4 pupils researched information on minibeasts well.

HUMANITIES

During the inspection it was not possible to make an overall judgement about provision in history and geography. Because of the school's denominational status, religious education was inspected separately by the diocese.

History

66. No lessons were observed in Year 1 and Year 2 so it is not possible to make an overall judgement on standards or teaching. In the single lesson observed in Year 5/6 teaching was good and pupils displayed knowledge that was above average about their previous topic on the Tudors. In a good "brainstorming" activity to introduce the new topic on Ancient Egypt, pupils displayed a good general knowledge about the pyramids and the Nile. Pupils make good use of the Internet to research information and showed good computer skills in constructing a timeline showing the chronology of events.
67. The nature and layout of the building makes it difficult for pupils to have ready access to the library and this restricts the development of independent research skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No overall judgements are possible about provision in individual subjects. Two lessons were observed in art and design, music and PE, mainly in Years 3 to 6, and one in design and technology. Other evidence included analysis of saved work, and discussions with pupils and subject leaders.

Main strengths and weaknesses

- Pupils achieve above average standards in singing in Years 5 and 6, in art and design in Years 3 and 4, and in PE in Year 4.
- Very good teaching and learning were observed in a Year 3/4 class art and design lesson, and a very good music lesson with a Year 5/6 class.
- Pupils concentrate, behave well, and show good attitudes to their work in these subjects in the main.
- These subjects have not received the same concentrated attention as English, mathematics, science and ICT, so that pupils' achievements are not as high.

Commentary

68. In a very good lesson for Year 5 and 6 pupils in music, the teacher's high level skills in the subject led to very rapid learning of new rounds by the pupils. These are to be sung in public with a group of other schools, and the pupils were clearly strongly motivated to sing them well for their age, and ensure that the words were clearly enunciated. Year 3 and 4 pupils also progressed well in developing careful design and patterning skills because the teacher set high expectations for their concentration and the application of their drawing and colouring skills, which are at good levels for their age.
69. Year 4 pupils were also encouraged by the teacher to apply their learning about pattern in art in a dance lesson. Here, they worked successfully in groups to develop a sequence of movements, improving their work through discussion and joint evaluation. In all these lessons, the relationship between the teacher and the pupils, the teachers' enthusiasm and the pupils' response, and the teachers' good subject knowledge and understanding all contributed to their success, and the pupils' good progress in their learning. Those pupils with special educational needs are fully included in all activities, and make similar progress to their peers.
70. In these lessons, pupils' achievements were higher than those described at the last inspection. In four other lessons in music, art and design, design and technology, and physical education, teaching and learning were satisfactory, and the standards achieved were as expected for the pupils' ages. This gives a mixed picture of what the school offers its pupils, and how they progress. The last inspection found that children achieved as expected for age in these subjects, well below the levels achieved in English and mathematics. Though the evidence is too narrow to make firm judgements, there are indications that there has been some improvement, including in the use of ICT in art and design, and design and technology.
71. However, it is disappointing that the improvements in ICT have not been replicated in the creative, aesthetic, practical and physical areas of learning. Clearly, the cramped accommodation has an impact here, and the school also seeks to enrich these aspects by inviting visiting artists and practitioners to offer pupils new experiences. It is in the use of the school's own staff's expertise that more imaginative approaches appear not to have been sufficiently developed.
72. Leadership and management in these areas are satisfactory, so that statutory requirements are met. However, there is room for greater impetus and creativity in both curricular and lesson planning, and use of staff skills, in line with current national developments, in order to raise pupils' achievements to the same levels as they achieve in the core subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. The provision for pupil's personal, social and health education is good. In keeping with a school that has won an award under the "Promoting Healthy Schools" initiative, the programme for this aspect includes work on diet, health, sex and drugs education and personal safety. The "Walk to Schools" initiative promotes healthy living and pupils are keen to participate.
74. The programme of activities shows an awareness of the needs of pupils of different ages. This helps them to develop a safe and healthy lifestyle, gain confidence and interact with others. For example, Years 1 and 2 pupils explored how they could make their class friendlier and contributed sensible ideas to do this. There is a discrete slot in the timetable for some classes and the school is reviewing this provision.
75. Citizenship is also promoted well through the recent election of class and school councils. This is a good initiative that is taken seriously by both staff and pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).