

INSPECTION REPORT

TRENT C of E PRIMARY SCHOOL

Cockfosters, Barnet

LEA area: Barnet

Unique reference number: 101328

Headteacher: Mr P Elgar

Reporting inspector: Mr J Heap
18824

Dates of inspection: 11 – 12 February 2002

Inspection number: 197905

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 aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Church Way
off Chalk Lane
Cockfosters
Barnet
Herts

Postcode: EN4 9JH

Telephone number: 020 8449 6875

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Appropriate authority: The governing body

Name of chair of governors: Rev Dr R James

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves pupils aged four to eleven years from a generally advantaged background with few signs of social deprivation. Many pupils live in Cockfosters, part of which is in the London Borough of Barnet. The local area is residential with a large majority of private housing. There are 209 pupils on roll: 108 boys and 101 girls. The majority of pupils are white, with about a quarter coming from a wide variety of ethnic heritages. Forty-eight pupils speak English as an additional language, and none are at the early stage of learning English. Thirty-six (17 per cent) pupils are on the register of Special Educational Needs which is below average. Three pupils have Statements of Special Educational Needs which is around the national average. There is a wide range of disabilities represented in the register. Six pupils (3 per cent) are entitled to free school meals and this is well below average. The levels of attainment of children entering the reception class are above average. There are seven classes and they all cater for pupils of one age group. The school accepted Beacon school status in January 2001, in the areas of development of writing, literacy, numeracy and leadership.

HOW GOOD THE SCHOOL IS

This is a very good school. It is very successful at enabling pupils to achieve high standards academically and in their personal development. Teaching is very good and pupils learn and achieve very well. Through the high quality of its provision, the school ensures that each pupil's interests are equally catered for. Leadership and management are very good. The school provides very good value for money.

What the school does well

- By the ages of seven and eleven, the school enables pupils to achieve high standards in subjects and in their personal development.
- Overall, the quality of teaching and learning is very good.
- The provision for pupils with special educational needs is very good.
- Leadership and management are very effective.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Parents rate the school very highly.

What could be improved

- There is insufficient use of information and communication technology across the full range of subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. There has been good improvement since that time. In relation to the key issues identified last time the following improvements have been made:

- lesson objectives are now much clearer and the lesson plans identify the match with individual needs;
- day-to-day judgements of pupils' attainment are very good;
- schemes of work have been implemented in all curriculum areas;
- the roles of the senior management team are clear and they make a significant contribution in the school;
- provision and standards in information and communication technology, design and technology and science have improved. Nevertheless, not enough use is made of information and communication technology to promote learning in all subjects.

The school has maintained the strengths identified in the last inspection. Standards overall have continued to rise.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	A*	A*	A*	A
science	A*	A	A*	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of eleven, standards are very high (top five per cent) when they are compared with the results of all schools nationally. Compared with similar schools, standards are well above average. The proportion of pupils attaining the higher Level 5 is well above average. Over the last three years, results have significantly exceeded the national average and the overall trend is above the national one. There are no significant differences in the attainment of boys and girls. The school sets itself targets that are high yet appropriately challenging and realistic.

By the time the children enter Year 1, standards exceed the expectations of the nationally recommended early learning goals. By the age of seven, the 2001 national test results show standards to be well above average in reading, writing and mathematics when compared to all schools. In comparison to similar schools, results in reading are above average, and well above average in writing and mathematics. Proportions of pupils attaining the higher Level 3 are well above average in reading, writing and mathematics and very high in teacher-judged science. The trend in recent years significantly exceeds the national average. There is no significant difference in the attainment of boys and girls.

Standards of work seen during the inspection continue to be well above average, reflecting the results of last year's national tests for pupils aged seven and eleven. High standards in literacy means that pupils read accurately, fluently and with understanding and skilfully find information in reference books. They write in an interesting and imaginative way, whilst showing a high level of skills. Number skills, knowledge and understanding are very well developed. Pupils' practical work is well planned, carefully carried through and used in a range of other subjects. In science investigations pupils use their skills, knowledge and understanding very well to make sense of the many challenges provided for them.

Pupils with special educational needs and those learning English as an additional language are making very good progress in relation to their prior levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, enthusiastic and highly supportive of their school.
Behaviour, in and out of classrooms	Very good. There have been no exclusions in recent years. Pupils have a clear understanding of right and wrong.
Personal development and relationships	Very good. The vast majority of pupils are mature, thoughtful and willing to accept responsibility.
Attendance	Very good. The attendance rate is well above average. Unauthorised absence is lower than the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Overall, teaching is very good. High quality teaching in English and mathematics means that pupils are challenged and interested. Teachers manage lessons very well and through the high quality planning match work to individuals and use resources very effectively. Objectives in lesson planning are clear, concise and a major reason why the judging of pupils' levels of attainment has improved. Throughout the school the pace of teaching and learning is generally brisk, however, in Years 1 and 2 there are a few occasions when the pace drops and pupils are not as interested as they might be.

All pupils, including those with special educational needs and those learning English as an additional language have their needs met very well. They are making very good progress towards the targets set for them.

Across the school learning is at least good. In Years 3 to 6 it is very good. Particular strengths are speaking, listening, mathematics and music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has maintained a broad curriculum. It is the extra provision, beyond lessons, that has helped to ensure very good personal development. The use of information and communication technology throughout the curriculum is less than it ought to be.
Provision for pupils with special educational needs	Very good. Pupils are very well supported in lessons, in study support and in their own development. Classroom assistants are very well briefed and very effective work is done by the co-ordinator.
Provision for pupils with English as an additional language	Owing to the emphasis on speaking and listening, these pupils progress rapidly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities found in classwork, assemblies and at other times to identify and explore a range of important issues. There is a significant improvement in cultural development, where art and music are important components of provision.
How well the school cares for its pupils	Very good. Child protection and welfare procedures are very well established. The judging of pupils' levels of attainment has improved greatly since the last inspection.
Partnership with parents	Excellent. Parents are highly supportive of the school, particularly in their views about standards, values, ethos and management. There is high regard for the professionalism of the whole staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong, highly effective and perceptive leadership and management. He is well-supported by the newly formed senior management team and there is a healthily robust common view.
How well the governors fulfil their responsibilities	Very good. Strong support for the management of the school. They have a very committed approach and make a full contribution as a 'critical friend'.
The school's evaluation of its performance	Very good. Monitoring of teaching and other functions are carried out well. The school improvement plan is based on a perceptive analysis of many areas of school life, and the senior managers and governors know the school well.
The strategic use of resources	Very good. Financial management has many strengths and these are endorsed in the most recent audit report. The school has appropriate and effective means of achieving best value in its purchase of supplies and services.

The school is well resourced. The accommodation and level of staffing adequately meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school, behave very well and make good progress.• The good teaching.• The quality of the leadership and management.• The closeness of the home/school partnership which provides them with good information and means they are comfortable when approaching the school.• Their children are expected to work hard and they are becoming more mature.	<ul style="list-style-type: none">• There were no major issues raised in the questionnaires.

Inspectors agree with parents' positive comments.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the ages of seven and eleven, the school enables pupils to achieve high standards in subjects and in their personal development.

1. Academic standards are better than at the time of the last inspection and continue to rise because:
 - there are high expectations of pupils and the adults working in the school;
 - the procedures to judge pupils' levels of attainment and progress through the school are effective;
 - the strategies to identify and support pupils are very good;
 - the school's commitment to the development of the whole pupil is very strong.

2. By the age of seven, results in the 2001 national tests and in the work seen in lessons are well above the expected levels in the key areas of reading, writing and mathematics, when compared with all schools. In comparison with schools with the same proportion of pupils entitled to free school meals results are well above average in writing and mathematics and above average in reading. Results in teacher assessed science are very high. Over the last three years, the trend in results has been well above the national one. There is no significant difference in the attainment of boys and girls.

3. By the age of eleven, overall standards are very high (top five per cent nationally). Particular strengths are mathematics and science, when compared with all schools in the country. The proportion of higher attainers achieving the above average Level 5 is well above average. Compared to similar schools, standards are high. The trend in the results is above the national one. The school sets high, challenging and realistic targets. There are no significant differences in the attainment of boys and girls.

4. In the work seen during the inspection, standards are high across the school. In Year 2, speaking, listening, reading, writing and mathematics skills, knowledge and understanding significantly exceed the national expectation. Pupils speak clearly and in an interesting way; they read accurately and fluently and their writing skills are secure and developing quickly. Higher attaining pupils read with expression and provide a detailed description of the plot and the characters. Their writing is skilful and fluent with joined handwriting, using a wide vocabulary and effective style that interest the reader:

'I spotted a little cave and I wanted to explore.'

'Suddenly, Kate found herself falling down into the well. Down, down she went.'

In mathematics, pupils have good number skills. They accurately measure and handle data, and know the common two- and three-dimensional shapes.

5. In Year 6, pupils are mature and highly motivated readers. Higher attaining pupils are wonderfully accurate and fluent when reading books such as 'Watership Down' with excellent expression. The majority of pupils write very well. Their use of paragraphs, grammar and spelling is of high quality. Higher attainers use imaginative words for effect:

'Casting its moonlight shadow on the rippling stream,
The moon in the sky sends out a silvery beam.'

Lower attaining pupils have sound grammatical and spelling skills, but their use of commas is not secure. However, they are beginning to employ a variety of interesting vocabulary in their descriptions:

'The timid fairy fluttered over.....a wonderful blue, glistening lake.'

In mathematics, pupils have very good number skills and knowledge. Higher attainers are quick and accurate in their mental work and use what they know in related problems, for instance when using proper and improper fractions. All pupils measure accurately in a variety of settings and their knowledge of shape facts and figures is very good. Across the range of abilities there is plenty of evidence of practical applications of skills. Scientific thinking and investigative work are of high quality. There are many instances of 'We found that....' statements. Pupils experiment, predict and observe accurately.

6. Literacy and numeracy skills, knowledge and understanding are very well developed and used extensively in other subjects. For example:
 - in reception, mathematical language is developed whilst the children are manipulating dough;
 - in Year 1, music lessons are enhanced by reading and counting skills;
 - in Year 2, religious festivals such as Christmas are celebrated in poetry;
 - in Year 3, pupils measured very carefully and accurately in a science lesson and wrote good letters to thank a visiting dancer;
 - in Year 4, numeracy skills enable pupils to find places on a map using four-figure grid references;
 - in Year 5, pictorial and written evidence are used well to write historical reports;
 - in Year 6, pupils use graphs well to convert miles to kilometres in maths lessons and write with feeling in their history topic about being an evacuee.

7. Although it is not possible to judge pupils' attainment in the range of other subjects, the evidence drawn from work scrutiny, displays of pupils' work and in discussion with pupils and staff indicate that standards are generally high. Illustrative of this would be the judgement that attainment in music is well above expectations. By the age of seven, pupils play percussion instruments with increasing awareness of structure and good awareness of using them to match particular events or express a mood. Pupils treat instruments with respect. There is no difference in the attainment of boys and girls. By the age of eleven, pupils compose their own scores and these contain a variety of instruments such as keyboard, Indian bells and drums. Pupils have a good awareness of pulse and portrayal of mood in the piece, for example Indian Ragas. They listen well to the performance of others. Individuals read notation accurately, for instance when working with a keyboard or a glockenspiel. Pupils practice and improve their performance. They carefully evaluate their own work and that of others. In the individual instrumental tuition, Year 3 brass players attain standards that are above expectations. In the Year 3 to 6 wind band, the levels of attainment are well above average. Pupils read music accurately, perform to a good standard and have a good knowledge and understanding of relevant terms such as fortissimo. The quality of singing, in a variety of settings, is very good. One 'Songs of Praise' assembly was particularly inspiring, with pupils of all ages singing beautifully and clearly enjoying what they were doing.

8. Alongside the high academic standards that pupils achieve is the very good personal development. Overall, pupils' responses to learning, behaviour and personal development are very good. Children who are in the Reception class sustain concentration well when working and listen attentively to the teacher and other adults. They cooperate with each other and take turns when sharing. Pupils are very interested in their learning and proud of their discoveries and finished work. Older pupils in Years 1 to 6 are keen to improve and reach their learning targets. Most pupils concentrate very well, listen attentively to their teacher and enjoy the challenges presented to them. For instance, pupils collaborate with each other and work well in

pairs. Most pupils behave very well in lessons. They usually respond appropriately to the teachers' clear expectations of their behaviour, but very occasionally some pupils do not concentrate fully on the lesson. Pupils reflect on reasons for actions being right or wrong, and on the feelings and perspectives of others. Lunchtimes are always good social occasions, very much as staff and parents would wish them to be. Pupils take part in activities enthusiastically. They produced magnificent paper lanterns to celebrate the school's participation in a local festival. Very successful musical productions are extremely highly regarded by parents and are testament to the successful team spirit in the school. The deputy head has advanced the plans for the formation of a school council, aimed at giving pupils an effective voice in making decisions in school and offering them an insight into the democratic process and citizenship. Pupils participate enthusiastically in social events provided by the school for members of the community and in fund raising events, such as Comic Relief and raising money for a new ambulance through performing in a Christmas concert.

Overall, the quality of teaching and learning are very good.

9. Since the last inspection, the quality of teaching and learning has improved well. This is mainly due to the following factors:
- an improvement in lesson planning, most particularly the setting of learning objectives that include work and targets that are matched to all levels of attainment;
 - in reception, the lesson planning and judging of attainment has improved because the guidance from the nationally established early learning goals is fully taken into account.
10. Overall, teaching in reception is good. In the best lesson observed, the particular strengths were:
- good knowledge and understanding of how young children learn and the subject matter to be taught. In this mathematics lesson, the teacher introduced terms such as 'total', 'altogether' and 'more than' and the children were expected to explain their thinking when they correctly used these terms;
 - very good relationships between teacher and children. This promoted very good learning, very good behaviour and very good personal development through the expectations to work amicably, cooperatively and collaboratively.
 - high expectations that tested the children intellectually, for example, when ordering numbers within 20s. Higher attaining children are asked more difficult questions and they respond by not only giving correct answers but also explaining the strategies to reach them.
- Similar strengths were seen in other lessons and pupils learned well. Throughout, the hard work, very good management of children and the focus on developing children's levels of maturity are strong.
11. In Years 1 and 2, the overall quality of teaching is good. In the lessons observed and the scrutiny of pupils' work, the standard of teaching ranges from very good to satisfactory. In the best lessons, the strengths are:
- the very good subject knowledge that enables teachers to set objectives and explain work clearly, and give instructions that the pupils can follow;
 - the very good match of work to individual pupils so that all have an equal chance to succeed at their own levels of attainment;
 - the very good use of support assistants and resources such as the computer 'smartboard'. For example, in a discussion at the end of a mathematics lesson the pupils used the 'smartboard' to demonstrate their learning.

In the good lessons, the general strengths of very good management and the planning of interesting and challenging work are evident. On occasion, the pace and level of interest slows a little because pupils are not as involved as they might be. For example, in a Year 2 literacy lesson using animal poems, pupils were expected to listen when a more useful activity would have been reading some of the lines and offering suggestions. These activities would have shown the depth of pupils' understanding much more clearly. In an otherwise satisfactory Year 2 geography lesson, the quality of the management and control was not as high as in other lessons and this led to some excess noise and fidgeting and a lack of enthusiasm amongst a minority.

12. In Years 3 to 6, the quality of teaching and learning is very good. The planning of lessons is high quality, with very clear learning objectives, effective use of resources and a concentration on catering for all levels of attainment. Many of these strengths were amply exhibited in a Year 5 literacy lesson that sought to provide pupils with understanding and the skills to identify the features of an ode. The structure of the lesson was first-class because:

- the particular characteristics of an ode were highlighted beautifully, most particularly the favoured, but mundane, object of the poem through the use of extravagant language and hyperbole. For example, the 'Ode to a towel' that successfully drew attention to the main characteristics, amused the pupils and brought the subject-matter close to their everyday experience. Consequently, the pupils were highly motivated and provided lots of views about the use of language and the meaning of a variety of words, particularly those that are unlikely to be used in discussing a towel.
- the pupils were expected to write their own example of this genre, and the subject provided was a 'jelly tot'. Again, this was an appropriately amusing subject, but more importantly, it promoted the use of good language and descriptive words. Pupils had ample opportunity to show the breadth of their knowledge of words and to extend it further through discussion and the use of a thesaurus.

Further strengths included: the opportunities for pupils' choral reading, the very brisk pace of the lesson and the inspirational enthusiasm of the teacher that provides the pupils with a very good role-model.

13. In other lessons in Years 3 to 6, there are similar strengths and teachers show that they have a good range of skills and understanding of the characteristics needed to challenge these able pupils. They use resources very well. For example, in a Year 4 mathematics lesson the use of a 'number stick' helped all of the pupils to understand the different challenges of counting in threes; in the same lesson the use of home-made inter-leaved circles made the estimating of angles much more straightforward. In a Year 5 history lesson, the teacher made his own 'cannon' to illustrate the actions of the ratings onboard a Tudor man o' war when confronted by the enemy. Finally, pupils are expected to use their skills, knowledge and understanding in a range of settings. For example, in a Year 4 science lesson on friction, pupils were actively engaged in predicting, testing hypotheses and introducing variables into their investigation of the effect of friction on a shoe sliding down an incline. The teacher assisted this process by asking probing questions:

'Why is it not moving?'

'How did you find that out?'

'What do your results tell us?'

These sorts of questions test hypotheses and show the high level of pupils' willingness to answer questions thoughtfully.

14. The very good teaching of music is done by the co-ordinator in Years 3 to 6 and by a visiting specialist in reception to Year 2. The particular strengths are:
- very good expertise and knowledge that ensures that lessons are very well organised and pupils have a clear view of what is expected of them;
 - teachers manage the pupils very well, mainly through the development of high quality relationships.
- This successfully motivates the pupils to concentrate hard and be industrious;
- the judging of pupils' levels of attainment is very helpful to planning, most particularly in Year 6 where there are detailed written assessments of group performances. Often these judgements are made from tape recordings of performances of individuals and groups.
15. Teachers make regular and accurate judgements of pupils' levels of attainment. These judgements are used well to guide curriculum and lesson planning. This work has improved since the last inspection because the quality of the learning objectives in lesson plans has improved greatly. This, in turn, allows teachers to make an accurate judgement about the achievement of the objective. This is often done through the effective marking of work that extends pupils' learning, for instance in the Year 2 literacy books there are comments such as 'use more describing words'. In Year 6, work is marked conscientiously and comments provide pointers for improvement, for instance 'use similes to make the story more interesting'.

The provision for pupils with special educational needs is very good.

16. A key component in the school's successful drive towards catering equally for each child is the very good provision for pupils with special educational needs.
17. The personal support and guidance for pupils is good and is recognised by parents as one of the strengths of the school. The ethos of the school lays emphasis on support and care, and this contributes positively to pupils' levels of attainment. The school has clear policies and practices for the support, pastoral guidance and welfare of pupils, and these are observable in the daily life of the school. This is particularly true of pupils with special educational needs, including the highest attaining pupils. There are plenty of opportunities for pupils to engage in independent activities that enhance their learning. Specific targets are set by the teachers, identified in the lesson planning and translated well into classroom activities.
18. All pupils benefit very well from full access to the curriculum provided. There is an appropriate match of work to pupils' levels of attainment. The Code of Practice has been effectively implemented and provision complies fully with statutory requirements. Individual education plans have realistic targets that focus on the area for development, such as literacy, numeracy or individual needs. Reviews are carried out regularly. The data from testing and the judgements made by all staff are used effectively to match the work to the individual's needs.
19. Throughout the school, the teaching of pupils with special educational needs is high quality. Teachers plan work which is very well matched to their abilities, and their individual education plans are used for further planning. They are very well supported in lessons by both class teachers and support staff. The quality of teaching is very good and the wide range of teacher produced resources fully enhances lessons.

Leadership and management are very effective.

20. The strengths of the headteacher were amply endorsed in the previous inspection report and he has maintained these very high standards. In addition, he has continued raising standards and resolved well the key issues for development that the last report identified. One of the issues related to clarifying the roles of senior staff and further developing the skills and expertise of subject coordinators. The work done in these areas has lifted the overall performance of managers and fostered the continuing drive towards excellence.
21. The headteacher is highly regarded by parents, governors, pupils, local authority officers and his fellow professionals who regularly visit this 'Beacon school'. He is meticulous in planning, evaluates the school on the basis of well-founded data and information, and is sensitive to the needs and requirements of the whole school community. Parents and pupils find him to be highly approachable and a good listener. He is ambitious for the school, but supports colleagues from other schools very well. For example, he is developing plans to use some of the funds attracted by 'Beacon school' status in initiatives with schools in the local area.
22. Owing to recent changes in staffing such as the appointment of the new deputy head, the present senior management team is newly formed. Nevertheless, the team is in place, has a clear corporate role and identity, and individuals know what is expected of them. This group has a very marked influence on the work of the school in several areas:
- the achievement of a balanced philosophy towards pupil development. They have a shared view that the pupils should be expected to achieve high standards in their academic and personal development. Their success is evident in the positive views of parents and in the evaluations completed by the many visitors to this 'Beacon school';
 - the support they give to individual teachers who face complex problems in supporting individual pupils, such as those with special educational needs and those learning English as an additional language;
 - the early recognition of issues and the development of initiatives which often begin in this group; for example, the need to develop a drama policy or the development of a whole school approach to healthy eating.
23. The governing body is hard-working, supportive and well-informed. It is clear from discussions and records of meetings that they share the clear, strong vision of the school's senior managers. This is encouraged by the head teacher, particularly through his careful and informative presentation of information about the school. For example, he takes great care to explain the information contained in annual government documents about academic standards. The chair of governors is the local vicar and a parent. He is rightly convinced that the school is thriving, most noticeably in the following respects:
- a strong academic and pastoral ethos;
 - an attractive learning environment;
 - the valuing of the individual.
- The link between school and church is strong, and this fosters a good balance in the relationship between academic achievement and the growth of the pupils as caring and sensitive individuals. The governor with responsibility for special education needs is effectively involved with the school, mainly through her careful checking of provision and her reporting back to the full governing body. She is highly committed and has a very good knowledge and understanding of the school because of her past status as a parent, and of special needs through her role as a special needs teacher.

The provision for pupils' spiritual, moral, social and cultural development is very good.

24. The school enjoys close links with the local Anglican Church, and the strong school ethos ensures that the pupils are aware of Christian values and beliefs. The strengths in the provision for spiritual, moral and social development have been maintained since the last inspection and there has been a significant improvement in the provision for cultural development.
25. The provision for spiritual development is very strong. Acts of collective worship are very well prepared, offer opportunities for reflection and present pupils with a range of themes to consider. The school's considerable strength in music is a strong feature of these gatherings, through:
- the use of atmospheric music for entrance and exit from the school hall;
 - the playing of instruments by pupils;
 - songs and hymns that are lively and uplifting.
- Overall, pupils enjoy and appreciate these events, which also enhance their self-esteem.
26. Provision for pupils' moral development is very good. Clear moral guidelines are set and the school's procedures and practices support them. Parents are delighted with the school's values and support them fully. All of the pupils interviewed felt that the teachers expected them to work hard and that this was 'a matter of honour'. In all lessons observed, pupils are expected to show respect for each other and for adults, including the visitors. The school promotes very good levels of self-discipline and achieves them with the minimum of fuss. There is a strong sense of purpose, honesty and fairness in the school. A tangible effect of these strengths, for instance, is the very good record of charitable support for people less fortunate than themselves.
27. Provision for social development is very good. Starting in their earliest weeks in school, pupils are encouraged to take responsibility for their actions and to be aware of the needs and rights of others. Assemblies make a major contribution, for instance, one assembly on the theme of Mardi Gras created a very strong sense of community through singing and good-humoured questions and answers. Pupils are actively encouraged to work co-operatively, as in the Year 2 lesson when pupils worked together on bingo-style spelling games and alphabet work. One tearful pupil, who could not spell a particular word, was comforted by her partner with the mature words, 'You learn from your mistakes', and she did. Other times in the day provide further opportunities for socialising, such as lunchtimes. There is an expectation of very mature behaviour on the part of the older pupils. They help the younger pupils to cut up food and provide them with drinks. The atmosphere in the dining-room is exemplary.
28. The provision for pupils' cultural development is very good. It is promoted through the knowledge and understanding of Christian festivals and the faiths and beliefs associated with other cultures of the world. Respect for cultural diversity is promoted effectively through the school's values and its emphasis on equality of opportunity. The school and its environment reflect the rich culture of its own community and heritage and the wider society, for instance the library displays of world religions such as Islam and Hinduism. Pupils' knowledge of their own culture and that of other people is enhanced through visits to local places of worship, visitors who come into the school and opportunities to appreciate art, dance, music and literature. The work of visiting musicians and the 'Street Jazz' dancer contribute significantly to pupils'

cultural development. The pupils enjoyed the opportunity to set up their own dance routine. Parents are very appreciative of the range of activities that the school sets up for the pupils.

Parents rate the school very highly.

29. Throughout the meeting with inspectors, parents expressed very positive and supportive views about the school. Invariably these centred on the high standards the school expected and achieved, particularly in relation to academic and personal development. Particularly important to the parents at the meeting are:
- the high academic standards achieved by all pupils because of, as one parent put it, this 'great school';
 - the very warm and welcoming nature of the school that promotes a caring ethos and a family atmosphere. As a result, parents feel that their children thoroughly enjoy coming to school and this leads to high levels of attendance and very well-behaved children;
 - the open-door policy enables views and concerns to be aired properly and the school maintains a very receptive approach to parents' views;
 - the many qualities exhibited by the headteacher who was described as 'a great strength of the school';
 - the 'brilliant', 'outstanding' Christmas performances in which every pupil is involved, and the parents feel that such events foster high levels of confidence in their children.
30. Inspectors wholeheartedly endorse these views. Evidence from the inspection points to two significant strengths that provide parents with the confidence and trust to hold the views that they do:
- the good flow of information, including the very good annual progress reports;
 - the school's willingness to take account of parents' views.

WHAT COULD BE IMPROVED

There is insufficient use of information and communication technology across the full range of subjects.

31. Standards in information and communication technology at Year 6 were reported to be below expectations at the time of the last inspection. This is no longer the case and the school has made satisfactory progress because:
- pupils competently use a wider range of skills than previously, for example when compiling spreadsheets and in control work;
 - there is an up-to-date scheme of work which has made teachers' planning more coherent;
 - the judging of pupils' work is carried out in a more systematic way.
32. The management and staff of the school recognise the potential of information and communication technology to support pupils' learning and teachers find useful ways to incorporate it into some of their lessons. Firstly, there is the growing use of the interactive whiteboard (smartboard) for teachers to use as a teaching aid; this was well used in several lessons, for instance in literacy and numeracy. Furthermore, pupils use computers to support their learning in a narrow range of subjects, for example mathematics, literacy, geography and history. At present, further links are planned, most particularly in literacy and numeracy and these links are made explicit in the school development plan. In Year 2, pupils have satisfactory skills and knowledge, such as using the mouse to work a drawing program. They know the correct use for caps lock, shift key and delete and know that the file is to be used for printing. However, computers are underused in other subjects. In Year 6, pupils have used the computers to support their work in mathematics, and by using word processing in literacy and geography. Pupils also used the internet last term to find information in history. Across the school, pupils' skills, knowledge and understanding are at the expected level and these attributes are supported by good access to computers and software at home. However, in school there is insufficient access to computers, most particularly as a tool to find information and as a way to record information in a variety of ways, for instance as pictures, graphs, statistics or word processed text. Consequently, a powerful tool for learning is being under-used. Opportunities for pupils to work independently on computers are too few.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. To further develop this very good school, the governors, headteacher and staff should:

Improve provision and attainment in information and communication technology by increasing the use of computers across the full range of subjects. (Paragraph 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	12	1	0	0	0
Percentage	0	43	52	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	-	209
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	48

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (100)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	13	15
	Total	30	28	30
Percentage of pupils at NC level 2 or above	School	100 (100)	93 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	8	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	21
	Girls	8	8	8
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	97 (97)	100 (94)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	16
	Girls	7	8	7
	Total	22	25	23
Percentage of pupils at NC level 4 or above	School	76 (90)	86 (81)	79 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	3
Indian	10
Pakistani	1
Bangladeshi	1
Chinese	1
White	130
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	29.9
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	124

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	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	461,082
Total expenditure	470,901
Expenditure per pupil	2,243
Balance brought forward from previous year	29,685
Balance carried forward to next year	19,866

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	1	0	0
My child is making good progress in school.	65	33	2	1	0
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	50	37	11	2	1
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	53	42	3	1	2
I would feel comfortable about approaching the school with questions or a problem.	74	23	0	0	3
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	59	37	3	1	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	74	24	1	1	0
The school provides an interesting range of activities outside lessons.	64	25	4	0	7