

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

New Malden

LEA area: Merton

Unique reference number: 102668

Headteacher: Miss A. McShane

Reporting inspector: Terry Elston
20704

Dates of inspection: 10th - 12th April 2000

Inspection number: 189349
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr. Gerald Mitchell S.J.
Date of previous inspection:	30 th September – 3 rd October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a voluntary-aided first school of average size, with 212 full-time pupils on the school's roll. There are 26 children who attend part time in the Nursery class. Eighteen per cent of the pupils have special educational needs, one of which has a Statement of their special needs; both of these figures are broadly in line with the national average. Seventeen per cent of pupils have English as an additional language, which is high, and 18 per cent come from ethnic minority groups, which is well above average. Just over 4 per cent of pupils are eligible for free school meals, which is well below the national average. Pupils' attainment on entry to the school is broadly in line with that found nationally.

HOW GOOD THE SCHOOL IS

Sacred Heart is a very good school. The strength of its leadership, and the positive effect this has on the quality of teaching and learning leads to high standards, particularly in English and mathematics. Pupils are very well behaved, and keen to do well. With only slightly higher than average costs, the school, therefore, provides very good value for money.

What the school does well

- Standards in English and mathematics are well above average, largely as a result of the school's determination that all pupils will master the basic skills of reading, writing and numeracy to the very best of their abilities.
- The headteacher is a very effective leader, and is well supported by the deputy headteacher and governing body in striving for high standards of teaching and learning. Priorities for development are clear, and action to achieve improvement is incisive.
- The quality of teaching is very good overall. Teachers make lessons exciting, and pupils learn quickly.
- The behaviour of pupils is outstanding. They show a thirst for knowledge, and this helps to explain why standards are so high.
- The provision for the spiritual and moral development of pupils is of a very high quality, and permeates throughout all the school's work.

What could be improved

- Too many pupils are withdrawn from lessons for extra music teaching, or for work on their special educational needs, and miss important parts of other lessons.

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 1996. Since that time, the school has made good improvements. Pupils' standards are significantly higher in English, mathematics and science than those reported in the previous inspection. Shortcomings in the teaching of information technology and music have been addressed successfully through extra training for teachers and additional resources, and these positive moves have raised pupils' attainment in both subjects to average levels. The school has put in place effective measures, including the provision of extensive training for teachers, to improve pupils' independence in their learning, and they now research their science, mathematics and literacy work on their own with confidence. The leadership has improved significantly, and is now much clearer about how to improve teaching, and how best to monitor the school's spending. The school makes good use of assessment by analysing where pupils could do better. All statutory requirements are now met. Bearing in mind the strength of the leadership, and very good teaching, the school is well set to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	B	A	A	B
writing	B	A	A	B
mathematics	A	A	A	B

Key

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

The table shows that pupils' attainment in 1999 was well above the national average in reading, writing and mathematics, and, importantly, above standards attained by pupils in similar schools. Standards have improved in reading and writing over the last three years, and have remained high in mathematics. The school has set challenging targets to raise standards further. Inspection findings confirm the high standards achieved in the national assessment tests in English and mathematics, and pupils have a very good mastery of the basic skills of reading, writing and number. Standards in science are above average, and pupils' work has improved since the latest teachers' assessments with the provision of extra opportunities for them to conduct challenging experiments. Standards in information technology are average, and pupils make good use of the many new computers to research their topics, and create attractive and imaginative pieces of written work in literacy lessons. Children under five do well in the Nursery, where their work in mathematics, literacy and creative activities is above average by the time they reach the age of five. Pupils with special educational needs make good progress in their reading, and benefit from good teaching of phonic skills. Pupils with English as an additional language do particularly well, and nearly all have a good command of English by the time they leave.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, and show great pride and enthusiasm for their work.
Behaviour, in and out of classrooms	Very good. All pupils behave well in classes, and this helps teachers make the most of their time in school. Behaviour around the school and in the playground is equally good.
Personal development and relationships	Very good. Pupils work well on their own, without needing reminders to concentrate. They are keen to take responsibility. Relationships throughout the school are of a very high quality.
Attendance	Good. Attendance is well above the national average, and pupils are punctual to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Very good	Good	Very good

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

The quality of teaching overall is very good, and leads to high standards throughout the school. Teachers introduce new work in an exciting way, and this helps pupils learn quickly. Almost nine out of ten lessons were at least good, and three out of ten were very good. All lessons were at least satisfactory. The teaching of literacy and numeracy is especially good. The school has responded very positively to the National Literacy and Numeracy Strategies, and these lessons are very effective, particularly in terms of pupils' learning of basic skills. Teachers have very high expectations of pupils' learning and behaviour, and, consequently, lessons move at a brisk pace towards goals which are challenging to all groups of pupils. Children benefit from very good teaching in the Nursery and Reception classes; children quickly learn how to read, write and use number, and are prepared well for work in the National Curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good, with an appropriate focus on literacy and numeracy. Information technology is integrated well into the teaching and learning of many subjects.
Provision for pupils with special educational needs	Good overall, and pupils make good progress in their reading. Pupils' targets are well written, and provide a good structure to their learning. The school keeps parents well informed about their child's progress. Too often, however, pupils are taken out of lessons, including mathematics, science and physical education, to concentrate on reading, and they miss other important work as a result.
Provision for pupils with English as an additional language	Very good. Pupils benefit from skilled teaching, which leads to good improvement in their use and understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school. The very strong spiritual focus helps pupils reflect on the place of God in their lives. Many opportunities are provided for them to consider the difference between right and wrong, and the importance of working sensibly and productively together. The school teaches pupils much about their own culture, whilst providing many opportunities to look at how other people around the world live and worship.
How well the school cares for its pupils	The school cares for its pupils well. Teachers know their pupils very well, and monitor their personal progress carefully. There are effective measures to assess pupils' academic progress, and results of these assessments are used well to plan further work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are very good. The headteacher leads very well, with a strong commitment to high standards of teaching and learning. The headteacher is well supported by the deputy, and together they form a very good team, always striving for improvements.
How well the governors fulfil their responsibilities	The governing body is enthusiastic and knowledgeable, and provides good support to the headteacher and staff.
The school's evaluation of its performance	Very effective. Pupils' results in the national assessment tests are analysed carefully to see where improvements can be made. The monitoring of teaching is systematic, and helps to maintain high standards in the way teachers plan and deliver lessons.
The strategic use of resources	Good. The school plans ahead well, and matches appropriate developments closely to the funds available. The school has a good range of resources, which are used effectively to help pupils learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children benefit from a good start in the Nursery • More able pupils are stretched • There is good provision for pupils with special educational needs • Behaviour is very good • The headteacher and deputy lead the school very well • The quality of teaching is good throughout the school 	<ul style="list-style-type: none"> • The setting of homework is inconsistent • There are too few extracurricular activities

The inspection team endorses the positive comments made by parents. Of the homework, we found that pupils benefit from an appropriate level of work to complete at home, much of which helps to improve their basic skills. There is a reasonable range of extracurricular activities, most of which take place at lunchtime.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above average, largely as a result of the school's determination that all pupils will master the basic skills of reading, writing and numeracy to the very best of their abilities.

1. A significant strength of the school is the high level of pupils' attainment in English and mathematics, and, by Year 4, their work in both subjects is well above average. In the 1999 Key Stage 1 national assessment tests, their attainment was well above the national average in reading, writing and mathematics, and above that found in similar schools. These standards are improving year by year, and are significantly higher than those found in the previous inspection. As their attainment on entry to the school is in line with that found nationally, this represents very good progress. Pupils with special educational needs make good progress, and, by Year 4, most attain standards appropriate to their ages. The significant proportion who have English as an additional language do particularly well, and many make sufficiently good progress to be selected for the extension groups for the most able pupils.

2. In the Nursery and Reception classes, basic literacy skills are well promoted in all of the areas of learning, and, by the time they are five, the children's literacy skills are above average. They use pencils confidently as they write their names, and many are already beginning to write independently. All recognise familiar words as they start to learn to read.

3. By the end of Key Stage 1, pupils read with confidence and fluency, and most have a very good idea of the difference between fiction and non-fiction books. They establish the meaning of unknown words very well, using their secure knowledge of phonics. Pupils show great confidence in their writing, enlivening their work with imaginative words, which paint a clear picture of the subject. Most use punctuation well, employing full stops, capital letters, speech marks and question marks appropriately. They have very good listening skills; they listen to stories with great care, and rewrite stories such as 'Little Red Riding Hood' with maturity, pretending to be the policeman who is interviewing Red Riding Hood.

4. By the time they leave, nearly all pupils write with well above average skill for many different purposes. They write instructions, lists, stories and poems with considerable confidence, and develop good cursive scripts. Their writing shows considerable imagination, as was illustrated by one pupil as she wrote, "She looked doubtfully at the shrouded figure in the doorway". Pupils have good dictionary skills, and by Year 4 they use a thesaurus very well to develop their understanding of words. Pupils read in Year 4 with good expression, taking on the role of the characters in a story using exciting changes of voice, varying their tone and volume skilfully to illustrate the story's meaning. Their speaking is clear, and many speak confidently to large audiences. They listen very well, and their perceptive questions illustrate considerable depth of understanding of what they hear.

5. Pupils use their literacy skills well in other subjects. In Years 2 and 3, they write clearly about famous people from the past, such as Mozart and Mother Theresa, using a rich vocabulary to illustrate the factual material. Pupils in Years 3 and 4 write vividly about their feelings; in their 'reflections on anger', for example, one pupil wrote, "When I feel angry I feel hot and go red. My heart starts to beat fast and I start to cry". Year 4 pupils responded particularly well to the high expectations of the teacher when they interviewed

each other about their part in a battle in Tudor times, and this task developed both their understanding of history and their imaginative use of language.

6. In mathematics, children make a good start in the Nursery and Reception classes, sorting and counting with above average skill. The many opportunities provided to use number give children the confidence to add and subtract single digit figures using counters or their fingers, and they enter Year 1 well prepared for work in the National Curriculum.

7. By Year 2, pupils' well above average skills are illustrated by their speed of calculations. They count easily to 70 in multiples of 2, 5 and 10, and add and subtract numbers up to 20 quickly in their head. Many give good explanations of how, for example, they subtract 19 from 40 by making 19 into 20 first, and then adding one to the answer. Pupils tell the time well, using both digital and analogue clocks. They are confident with division, and already by Year 2 are dividing numbers which leave remainders. They see patterns of numbers quickly because they practise counting and multiplying regularly. Many have a very good understanding of simple algebra, and find a missing number or symbol easily.

8. By Year 4, pupils have maintained their rapid progress, and many are already working at levels associated with pupils in Year 6. Regular mental mathematics sessions are proving very effective, particularly in quickening pupils' speed of calculation. By Year 4, pupils multiply quickly by 10 and 100 using decimal places, and employ different methods to calculate sums such as 11 multiplied by 53. They have a very good understanding of graphs and Venn diagrams, and illustrate their number work well using these techniques. Their good feel for number was illustrated well by their work which asked them to make 12 with a calculator which has broken keys; this innovative and demanding task required them to explore different methods, and they managed this with considerable skill. Particularly high attainment is shown by pupils in Year 4 as they research different texts to find information to solve a problem; they know where to locate the appropriate books, and scan text easily to locate the necessary material.

9. Pupils use their mathematics well in other subjects, and this helps reinforce their skills and confidence. In science, for example, they produce clear graphs of their experiments on the growth of plants, and in the Nursery they count and discuss the shape of Easter eggs. Using computers, Year 2 pupils enhance their understanding of data handling using programs to produce pie graphs and bar charts about the most common pets in the class.

The headteacher is a very effective leader, and is well supported by the deputy headteacher and governing body in striving for high standards of teaching and learning. Priorities for development are clear, and action to achieve improvement is incisive.

10. Crucial to the success of this school is the very strong and effective leadership provided by senior staff and the governing body. Parents feel strongly that the school is well led. The headteacher is a powerful motivator of pupils and staff, expecting high standards, whilst always striving for improvement towards the goal set in the mission statement of 'Commitment to Excellence'. The value of this leadership is illustrated by the significant improvements since the previous inspection, and high standards of teaching, learning and behaviour.

11. The school development plan is central to the management of future priorities. It works well because the headteacher and staff establish clear priorities following a rigorous and, importantly, honest review of the school's strengths and weaknesses. When, for example, the headteacher's monitoring of teaching identified some weaknesses in planning for different groups of pupils in a class, teachers looked at their own and other's practice critically. As a whole staff, they set about designing new lesson plans to extend the most able pupils, whilst supporting those with special educational needs. This planning is now firmly in place, and effectively challenges all pupils in the class. The headteacher and deputy headteacher provide direct and effective support by teaching higher attaining pupils in Years 3 and 4; the work set for these pupils is very demanding, and stretches them to attain even higher standards by delving deeply into subjects, and organising their own research. Consequently, the proportion of pupils attaining high standards in the national assessment tests is high, and rises year by year. The deputy focuses especially on pupils with special educational needs, and her skilful teaching is steadily reducing the numbers of pupils on the school's special needs register.

12. The headteacher and her deputy work very well as a team. Their careful analysis of the national assessment tests identifies areas of weakness, and provides clear direction for additional staff training. When, for example, pupils' spelling in the tests fell short of expectations, training was made available for teachers on how best to teach the necessary skills. Their subsequent use of dictation has proved more effective at teaching spelling skills than pupils taking lists of words home to learn.

13. The headteacher's monitoring of teaching is very thorough, and helps to explain the consistently high quality of teaching throughout the school. Monitoring is followed by frank discussions on how to improve teachers' strategies, planning and skills, and the headteacher and teachers agree on useful targets for the future. To make the process of monitoring and action even more effective, the school monitors the value of training by identifying improvements in teaching in subsequent lesson observations.

14. The governing body support the school well. The governors' enthusiasm is illustrated by their regular visits to the school to observe lessons and monitor the new arrangements for the teaching of literacy and numeracy. Governors share the commitment of the school's staff to the continual raising of standards, and are keen to make available the necessary funds to achieve this end. Their support, and the high quality of relationships with all school staff, help to generate an atmosphere where everyone at the school is constantly evaluating how well they work, and looking for ways to do even better.

The quality of teaching is very good. Teachers make lessons exciting, and pupils learn quickly.

15. The strength of the teaching is illustrated by the proportion of good and very good lessons observed during the inspection. Overall, 89 per cent were judged as good or better, and 33 per cent very good. All lessons were at least satisfactory. These figures show a significant improvement from the previous inspection, when one lesson in 10 was unsatisfactory. Parents see teaching as a great strength of the school, and feel that, as a result, their children make significant progress here. Throughout the school, teachers manage pupils' behaviour very well. Starting in the Nursery, children learn what behaviour is expected, and the rules about, for example, calling out and speaking whilst teachers are talking. Consequently, full use is made of the time available, and pupils' learning is rarely interrupted by teachers asking for quiet.

16. Teachers' subject knowledge is very good, and this gives pupils the confidence to

ask questions, in the knowledge that the answer will be forthcoming. A significant reason why teachers are so confident in their knowledge is because they plan together, using the expertise of the subject co-ordinators to decide what needs to be taught, and how. This provides a clear structure for each term's work, and guides teachers in their weekly planning.

17. Teachers teach the basic skills of literacy and numeracy very well, and have adopted the national strategies with enthusiasm. In literacy lessons, teachers ensure that the lesson's structure is appropriate, and focuses on teaching reading and writing skills to use in group and individual work. In numeracy lessons, the key to the teachers' success is the mental mathematics sessions. These are made enjoyable by the use of games and exciting equipment, and pupils relish the opportunity to take part and learn. Teachers use plenary sessions effectively to assess how well pupils learn, and to plan any revisiting of topics that they find difficult.

18. The previous report criticised the teaching because too few opportunities were given for pupils to research and experiment. The school has responded very well to this key issue, and pupils now undertake research as early as Year 1. By Year 4, pupils have been taught so well, that they confidently research history, geography and mathematics on their own initiative.

19. The quality of teaching is very good in the Nursery, and children learn quickly. The Nursery staff plan well, providing a rich curriculum based on the nationally recommended targets for very young children. Children are expected to develop their independence, and are soon clearing away their materials, and dressing themselves to go outside. The basic skills of reading, writing, language and mathematics are taught very effectively, and children move to Year 1 with a good foundation of knowledge. In one of the best lessons which illustrated the teacher's high expectations, the teacher played a word game with the children, and paced the activities with considerable expertise to teach phonic skills. After asking children to say the sound of the letters d-r-i-p, the teacher moved quickly on to joining letters together, then building up to the whole word. Once children had learned this, the teacher played the game of covering up one of the letters to see who could say which was missing. Because of the teacher's skilful planning and delivery, nearly all children knew which was the missing letter, and all had moved forward in their understanding of phonics. The teacher uses similarly exciting and effective ways to teach number, playing counting and matching games, so that children see learning as fun. As a result of this teaching, children enter Key Stage 1 with a good foundation of knowledge and skills, and are ready to move on to work in the National Curriculum.

20. In the Reception and infant classes, the quality of teaching is good, with over three-quarters of lessons at least good, and over one-fifth very good. Teachers build well on pupils' earlier learning; using information and assessments from the Nursery, they group pupils by ability, and plan carefully to ensure that all are extended. Lessons are demanding, and, whilst teachers ensure that pupils' basic skills are developed well, they also encourage pupils to question results in science, think of different ways in mathematics and look for other words in English. As a result, whilst pupils are confident in their basic skills and knowledge, they also develop a deep understanding of subjects which prepares them well for Years 3 and 4.

21. The pace of learning quickens in Years 3 and 4, where teaching is very good. All lessons were at least good, and one third very good. Teachers are now able to treat pupils as mature youngsters because pupils know the behaviour and quality of work expected of them. Teachers are sufficiently confident to be able to share jokes with the class, knowing that pupils will quickly get back to work. This makes lessons fun, and there is often a buzz of excited activity. Teachers encourage pupils to work in pairs in many lessons, and this works well. In one literacy lesson, for example, pupils worked together to see the difference that double consonants had on the sound of words. Without fuss, they turned to their partner, and worked feverishly to discover the difference between, for example, 'comma' and 'coma', and all had soon learned an important rule.

22. The teaching meets the needs of high attaining pupils very well. Teachers' planning provides good opportunities for them to move on to more demanding and open-ended work, and, as a consequence, many attain high standards in the national assessment tests. Pupils with special educational needs benefit from good teaching in withdrawn groups, which focuses appropriately on their particular difficulties, and this enables the school to take a significant number of pupils from the special educational needs register. The teaching of pupils with English as an additional language is particularly effective. Teachers are careful to use a wide vocabulary, and gently correct pupils who mispronounce words. This gives them confidence to use increasingly adventurous words, and they soon develop a good understanding and use of English.

The behaviour of pupils is outstanding. They show a thirst for knowledge, and this helps to explain why standards are so high.

23. Children soon learn the importance of good behaviour in the Nursery. All staff make clear rules about how to behave, and reinforce these rules gently but consistently. As a result, even 'free' activities take place in an atmosphere of calm and order, where children are keen to learn and do well.

24. As pupils progress through the school, the high quality of their behaviour makes an important contribution to the standards they achieve in their work. By Year 2, teachers' question and answer sessions are particularly productive because pupils wait patiently with their hands up until they are required to answer. In group activities, pupils work sensibly without needing reminders to concentrate, and, as a result, produce work of a high standard that draws from the knowledge of all the group's members. As pupils come into the room, they quickly prepare themselves for work, and no time is wasted.

25. By Year 4, pupils' maturity has developed well. By now, they even remind those who have forgotten the rules, reminding them that, "Miss told us to work quietly!" Pupils by now are able to work with a considerable degree of independence, researching their own topics effectively using computers and reference books. They take a great pride in their work, and this encourages them to strive for even higher standards. Teachers feed this pride by constantly praising pupils who have done well. In one pupil's book, for example, the teacher wrote, "You are so neat, I would like you to show your work to others!"

26. Pupils' behaviour is equally good in the playground. They play happily together, and rarely fall out. Their games include anyone who is interested, and they have a very good sense of fair play. Older pupils take a pride in their responsibility to look after younger ones, and perform this task very well.

The provision for the spiritual and moral development of pupils is of a very high quality, and permeates throughout all the school's work

27. The sense of spirituality is very strong, and clearly evident as one enters the school. Many displays emphasise the part God plays in our lives, and prayers in class provide a clear focus for pupils' and teachers' faith. In the Nursery, children are asked about special moments in their lives, and talk about the births of brothers and sisters. As pupils grow older, teachers often base pupils' work around a spiritual theme, and art work by those in the Year 1/2 class was especially impressive as they produced 'stained glass' windows from tissue paper depicting pictures from the New Testament. Other Year 2 pupils were asked to write prayers of thanks, and one wrote, "Thank you Lord for my family". Teachers provide many opportunities in literacy lessons for pupils to reflect on important issues, and think deeply about one's own feelings. One pupil in Year 4, for example, wrote her interpretation of 'scarlet' as "...it feels like sweet thoughts running through your mind, but tastes like depression pulling you down", whilst another wrote, "Dear Lord, please help me to make the right choices".

28. The school's provision for pupils' moral development is equally strong, and all staff provide excellent role models of how to behave to each other. Children under five are given a very clear sense of right and wrong, with staff providing clear rules, and carefully correcting children who transgress. The school's clear behaviour policy provides a good structure for both pupils and teachers. It shows what is expected, and encourages pupils to reflect on how they behave to others. Pupils in Year 2, for example, were asked to think and write about how their actions had an effect on other children, and one wrote, "I make my friends sad when I don't play with them, get them into trouble or call them names".

WHAT COULD BE IMPROVED

Too many pupils are withdrawn from lessons for extra music teaching, or for work on their special educational needs, and miss important parts of other lessons.

29. The withdrawal of pupils from lessons such as mathematics, science and physical education for music tuition and for work on their special educational needs is overdone. Often, during a lesson's introduction or part way through the activities, pupils are taken out, and miss important work. They return with little opportunity to make up the lost ground, and nothing in teachers' planning to enable them to revisit work. For pupils with special educational needs this is particularly significant, because they are often the least equipped to learn quickly the work they have missed, and the most in need of a broad and balanced curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to maintain pupils' high standards, and provide all pupils with a broad and balanced curriculum, the headteacher and governing body should:

- (1) improve the arrangements for withdrawing pupils from lessons for music tuition or to focus on their special educational needs, by
 - seeking ways to provide music tuition outside normal lesson times
 - increasing the proportion of support for pupils with special educational needs that takes place in the classroom.

(Paragraph: 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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

22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	56	11	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	186
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	23	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	23	23	23
	Total	42	41	43
Percentage of pupils at NC level 2 or above	School	98 (92)	95 (94)	100 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	23	23	21
	Total	42	43	40
Percentage of pupils at NC level 2 or above	School	98 (94)	100 (97)	93 (92)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	4
Black – other	3
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	131
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	437 213
Total expenditure	427 856
Expenditure per pupil	1 813
Balance brought forward from previous year	19 347
Balance carried forward to next year	28 704

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	54	42	3	0	1
Behaviour in the school is good.	59	39	1	0	1
My child gets the right amount of work to do at home.	49	36	14	1	0
The teaching is good.	58	40	1	0	1
I am kept well informed about how my child is getting on.	44	40	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	3	1	0
The school expects my child to work hard and achieve his or her best.	61	38	0	0	1
The school works closely with parents.	51	37	10	1	1
The school is well led and managed.	58	39	2	0	1
The school is helping my child become mature and responsible.	56	40	2	0	2
The school provides an interesting range of activities outside lessons.	44	24	22	8	2

Other issues raised by parents

The headteacher and staff are very approachable
 Pupils with special educational needs are supported well
 Many parents feel the Nursery gives their children an excellent start to their schooling