

INSPECTION REPORT

THE SACRED HEART CATHOLIC PRIMARY SCHOOL

Ilkley

LEA area: Bradford

Unique reference number: 107343

Headteacher: Mrs A Madden

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 14th – 16th January 2002

Inspection number: 190060

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 - 11

Gender of pupils: Mixed

School address: Valley Drive
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Ilkley
West Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Rev A Pearson

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Sacred Heart Catholic Primary School is an average sized school. It draws its pupils from a wide area. A total of 210 pupils attend the school made up of 110 boys and 100 girls aged from four to eleven. Most pupils come from white ethnic backgrounds and live in an area that is economically above average. No pupils have English as an additional language. Three pupils are entitled to free school meals, a figure which is well below average. Fifteen pupils have special educational needs, which is below average, and four have statements of special educational need, which is about average. On admission to the school, most pupils have levels of attainment that are above those expected for their age and almost all have benefited from pre-school educational experience. Their language skills are very well developed. Since the previous inspection the school has been given beacon status because of its exceptionally good performance in national tests. The school is involved extensively in supporting initial teacher training and in working with other schools in improving their performance.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features where attainment in national tests is well above the national average at the end of Years 2 and 6 in English, mathematics and science and often among the top five per cent of schools. The quality of teaching throughout the school is very good. The school benefits much from the very effective team work of all staff and is led and managed exceptionally well by the headteacher, supported wholeheartedly by a well-informed governing body. The school provides very good value for money.

What the school does well

- Attainment in national tests at the end of Years 2 and 6 is well above average and pupils of all abilities throughout the school make very good progress.
- Leadership and management are excellent.
- The quality of teaching throughout the school is very good.
- The pupils' behaviour, attitudes and personal development are very good.

What could be improved

- The accommodation, particularly for reception children.
- The quality of written reports on pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in October 1996. The headteacher, staff and governors have successfully tackled all of the issues raised in the previous report and the school is better than it was. High standards in English, mathematics and science have been consistently maintained. The quality of teaching has been improved through very effective monitoring and support. All aspects of leadership and management have been developed and improved and the school is in a strong position to build upon its significant strengths and to maintain the high standards and quality of education.

STANDARDS

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

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

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

The school achieves impressive results in national tests at the end of Years 2 and 6 and has consistently maintained standards which have been at least well above the national average for several years. At the end of Year 2, standards in reading, writing and mathematics in the 2001 national tests were among the top five per cent of schools. When compared with similar schools they were very high in reading and writing and well above average in mathematics. Teacher assessments show that in science, pupils attained standards which were well above the national average and those of schools with similar intakes. By the end of Year 6, in the national tests, standards in English were well above the national average and those of similar schools. In mathematics and science they were among the top five per cent of schools. When compared with schools with similar intakes they were very high in mathematics and well above average in science. Inspection evidence shows that the school is on course to attain its challenging targets. Standards in English, mathematics and science are very high at the end of Years 2 and 6. The improvement in standards of English at the end of Year 6 is due to the school's focus on extending opportunities for pupils to write effectively in other subjects, such as history and science.

Pupils of all ages and abilities achieve very well. They have positive attitudes, work hard and receive very effective guidance from their teachers. Inspection evidence shows that children in the reception year make very good progress overall and exceed the goals expected of them in communication, language and literacy and mathematical development by the time they start in Year 1. Pupils, including those with special educational needs and the more able, make very good progress, enthused by effective and challenging teaching. Pupils identified as gifted and talented are given demanding work and they make very good gains in learning.

The pupils use their skills in literacy, numeracy and information and communication technology particularly well to support their work in other subjects. The pupils attain above average standards in history, information and communication technology and art and design.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about all aspects of school. They are well motivated and persevere with their work, taking much pride in presenting it well. They are very keen to succeed, work independently and contribute much in discussions.
Behaviour, in and out of classrooms	Very good. The pupils understand the difference between right and wrong. They are courteous and well-mannered, work and play co-operatively and are attentive and thoughtful listeners.
Personal development and relationships	Very good. The pupils use their initiative and are good at research. They take homework seriously and complete it enthusiastically. Relationships are underpinned by a sense of justice, fairness and consideration for others.
Attendance	Very good. The pupils enjoy school and attendance is well above the national average. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Quality of teaching	Very good	Very good	Very good

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

Throughout the school the quality of teaching is very good. The teaching of English and mathematics is very good. In these subjects, the teachers set challenging work which includes imaginative and effective methods to enthuse the pupils. There is an excellent approach to guiding pupils on how to use literacy and numeracy skills to good effect in other subjects, and the pupils are keen to use their skills in producing well-written and thoughtful work. On a few occasions, lessons are too long or the pace slows and pupils' concentration drifts. The staff are particularly skilful in meeting the needs of all pupils. The teaching of pupils with special educational needs is very good. Gifted and talented pupils are given very effective opportunities to excel in and extend their skills, as the work set is very challenging. Other strengths in the teaching include sharply focused planning, incisive marking which guides pupils on how they might improve, and high expectations of behaviour and performance. Support staff contribute much to learning through timely intervention and helpful comments. As a result of very effective teaching, pupils' learning is very good. All pupils respond with enthusiasm and work hard. They produce good quantities of work and take much care to ensure that it is of sufficiently high quality. Pupils are attentive listeners, keenly absorbing information and also using their initiative to extend their own learning through, for example, using the Internet for research. The teaching of children in reception is very good and focuses very well on personal, social and emotional development and equipping the children to become proficient and competent learners. The teaching of communication, language and literacy and mathematical development is very good. The teaching seen in science, art and design, information and communication technology and history was very good. Music teaching by the specialist teacher was excellent. Geography teaching was satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All pupils are given a curriculum which is challenging and interesting. The subjects are taught to sufficient depth. The curriculum for reception children is very good, although the restricted space inhibits some activities in physical and creative development.
Provision for pupils with special educational needs	Very good. The pupils receive well-focused support and staff plan work which is linked to very effective individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to take responsibility for their own actions and to behave well. There are very good opportunities to appreciate a wide variety of cultural and religious traditions and to learn about and comment on social issues. Pupils are prepared very well for life in a culturally diverse society.
How well the school cares for its pupils	Very effectively. The staff know the pupils well and work hard to ensure that their personal, social and academic needs are met. Assessment is used very well to set targets and to plan demanding work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads and guides an effective and hard-working team. Subject leaders play an important part in developing the curriculum and monitoring the work of their colleagues. Parents regard the leadership of the school as a strength.
How well the governors fulfil their responsibilities	Very effectively. Governors have a shrewd understanding of the school's work and show much commitment and support in maintaining the high quality of education. They are keenly involved in the school's strategic planning.
The school's evaluation of its performance	Very good. The staff analyse performance in tests and use the information well to extend pupils' learning. Challenging targets are set for staff, and the governors monitor them well. The school is always seeking ways in which to improve.
The strategic use of resources	Very good. Staff and governors are careful to ensure that funds are used well to provide best value for supplies and services. The school has good resources and a well-qualified and effective staff. The accommodation is cramped and restricts opportunities for children in the reception class in their physical and creative development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standards their children achieve.• The very good behaviour and attitudes promoted by the school.• The leadership of the school.• The good quality of teaching.• The approachability of the staff.	<ul style="list-style-type: none">• Opportunities for extra-curricular activities.• More information about their children's progress.• A closer involvement in the school.

The inspection team fully supports the positive views of parents. There are sufficient opportunities for junior age pupils to take part in extra-curricular activities but none for the infants. Parental involvement in the school is encouraged. Annual written reports do not contain sufficient reference to pupils' attainment and lack guidance on how the pupils might improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in national tests at the end of Years 2 and 6 is well above average and pupils of all abilities throughout the school make very good progress.

1. Since the previous inspection, the school has consistently maintained standards in national tests at levels which are well above the national average and, in some instances, which are among the top five per cent of schools. Parents express much confidence in the school in promoting high standards and are pleased with the very good progress made by their children. Inspection evidence shows that their opinions are fully justified. Pupils of all ages and abilities achieve very well through hard work, very good teaching and the rich and stimulating curriculum. The curriculum is challenging and full of opportunities for the pupils to apply their skills learned in literacy and numeracy to work in other subjects. This is a strength. There are several other factors which impact on the standards achieved. They include the above average attainment of pupils on admission to the school, the rigorous identification by the school of the needs of different groups of pupils, thorough planning which takes account of the needs of pupils of all abilities and parental involvement through homework.
2. The vast majority of children in the reception classes achieve well in personal, social and emotional development, communication, language and literacy and in mathematical development. By the end of the reception year the children exceed the expectations for their age in these areas of learning. Progress is rapid in the reception classes, because of very good and sometimes excellent teaching, and the children become proficient and interested learners who are prepared very well for the National Curriculum. The children are well motivated and very eager to learn and concentrate very well. When asked to do so, they move enthusiastically from one activity to the next, settle down quickly and work purposefully until asked to move on. A strength of the learning in the reception classes is that children collaborate very well. Their very positive attitudes to work and constructive relationships have a strong impact on their learning in other areas of the curriculum.
3. The children in the reception classes make very good progress in speaking and listening, reading and writing and have very sophisticated language skills for their age. Speaking and listening skills are much better than those usually found in this age group. In both classes, children listen attentively, respond well to questions and express their views confidently. Because of their mature language skills, they explain their ideas, negotiate, initiate activities and collaborate to a much greater extent than is usual for this age. Their very well developed speaking and listening skills enhance relationships with other children. They discuss stories and enjoy acting out their favourite characters, such as 'Bob the builder'. The children are already capable readers and understand that text and pictures convey meaning. They clearly understand quite complex vocabulary and correctly sequence stories they have heard. They apply their very good reading skills to their written work, which is well advanced for their age. They write short sentences which include correct spelling and punctuation and make effective use of their wide general knowledge and vocabulary to make their stories interesting. Their work in writing a recipe for cakes they had made was of a high standard. The children also achieve well in their mathematical development. They already count accurately, recognise numbers to 20 and add and subtract up to 10. They have a good knowledge of the

names and properties of shapes and know the value of most coins. They have a very good mathematical vocabulary.

4. Pupils with special educational needs make very good progress towards the targets in their individual education plans. The staff focus very well on the needs of the pupils and provide effective support and teaching which enables the pupils to feel confident in tackling their work. The pupils regularly practise basic skills, such as reading, and many cope well with a range of texts by the time they leave the school. It is a tribute to the effectiveness of the provision that by the time they leave the school most of the pupils with special educational needs achieve average standards in national tests. Similarly, there is much challenge for the most able who are set demanding and thought-provoking work, which inspires them to do well. These pupils achieve high standards in all aspects of their work. They are particularly skilful writers and their prose and poetry is imaginative and engages the reader's interest. They write long and complex stories and accounts, and include references to several sources when writing historical descriptions. There is little difference between the performance of boys and girls.
5. Standards in reading, writing and mathematics by the end of Year 2 in national tests at the end of 2001 were among the top five per cent of schools. When compared with schools with similar intakes standards were very high in reading, writing and mathematics. The school has consistently maintained standards at this high level since the previous inspection. The results of national tests at the end of Year 6 in 2001 showed that standards in English were well above the national average and well above those of similar schools. The pupils achieved standards which were among the top five per cent of schools in mathematics and science when compared with the national average. When compared with schools with similar intakes standards were very high in mathematics and well above average in science. Inspection evidence shows that standards at the end of Years 2 and 6 are very high. This slight improvement in English in Year 6 is due to the school's very good focus on developing writing skills across the curriculum. This initiative is having a very positive effect on improving pupils' skills in writing for a wide variety of purposes, combining imaginative and creative language with, where appropriate, a wide range of technical vocabulary.
6. Pupils in Years 1 and 2 make very good progress in speaking, listening, reading and writing. They participate well in class discussions and listen attentively, making effective use of a good range of vocabulary. The pupils have a very thorough knowledge of letter sounds and word building skills and their progress in reading is also very good. They are given a good range of challenging and interesting books to read and the involvement of parents in supporting their reading at home also contributes to the very high standards. Progress in writing is very good. The pupils in Year 2 write independently in a range of forms, including well-written stories. They form letters well and make good use of punctuation. Their stories are well crafted with interesting phrases.
7. Pupils in Years 3 to 6 make very good progress in speaking and listening. They willingly engage adults in conversation and express their ideas clearly. They pay good attention while others are speaking and make helpful and well-informed comments, which add to the quality of discussion, for example, about the work of famous artists. Throughout the school, pupils make very effective use of subject-specific vocabulary, for example, in science. Progress in reading is also very good and by the end of Year 6 most pupils are very capable readers and many have advanced skills. Their knowledge of authors is good. The pupils read fluently and

accurately adding expression and interest. They are particularly confident when reading aloud to an audience. The school has focused on improving pupils' writing this year and the teachers' varied approaches have helped to improve on the already very good standards. Progress in writing is very good. The pupils write in a good range of forms, including poetry, story and non-fictional accounts. They make very good use of grammar and punctuation. Information and communication technology (ICT) is also used well to support the pupils' writing and many have good skills in word processing, which they use well to enhance the presentation of their written work.

8. Progress in mathematics is very good throughout the school. In Years 1 and 2, pupils are developing good knowledge and understanding of number, shape and measures. Importantly, they are improving their speed of mental recall of number facts and are able to use their knowledge of number to solve complex problems. By the end of Year 6, pupils make good use of their well-developed skills to convert, for example, fractions into decimals and percentages, and to calculate areas and perimeters accurately. They have very good knowledge of number and solve complex problems, often involving several procedures. They are able to use mathematical apparatus and formulae to very good effect.
9. A limited amount of work was seen in other subjects but it is apparent that the pupils' ability to write well in science and history is well developed. Pupils make very good use of their literacy skills to enhance work in these subjects and standards in science and history are well above average at the end of Years 2 and 6. Pupils also make very effective use of their numeracy skills across the curriculum. Their work in science is particularly good as they select a variety of graphs and charts to explain their findings. Pupils in Year 6 have very good skills in art and draw accurately making good use of tone, form and colour. They understand that art can be used to express ideas as well as to represent objects and scenes. There has been much improvement in standards in information and communication technology since the previous inspection and by the end of Years 2 and 6 standards are above average. This has been achieved through improvements to resources and teaching, and much use of computers to support the pupils' work in a variety of subjects.
10. In summary, standards at the school are high overall. The very good progress made by all groups of pupils is due much to effective teaching and parental support. The school also has very good resources to support teaching and learning, curriculum planning is thorough and well focused and the staff make very good use of the results of tests to assess pupils' performance and to plan exacting work. Whilst there is a strong emphasis given to high achievement, the school is also very aware of the needs and potential of less able pupils. It is a mark of the school's success that its programme of support for pupils with special educational needs enables these pupils to achieve well.

Leadership and management are excellent.

11. The parents' very positive views of the leadership of the school are fully justified by inspection evidence. Leadership and management are excellent and have a significant impact on the high quality of education provided and the very good standards achieved. The leadership and management of the school have improved since the previous inspection. There have been several changes of staff in the last two years. The headteacher has provided a firm and effective steer through these changes and enabled the school to maintain its strong performance

in national tests and the very good quality of teaching through effective monitoring and support. The achievement of beacon status and the award for exceptional performance are tributes to the commitment and dedication of the headteacher, staff and governors of the school.

12. The school is an excellent provider of initial teacher training and all staff show willingness to support and share their considerable expertise with students. This aspect of the school's work is managed very well and the students say they value highly the support they receive. The headteacher and staff are also involved in supporting other schools through offering guidance, training and support. Funds given to support these initiatives are used very well.
13. The school has been very successful in tackling the issues raised in the previous inspection report. The provision for information and communication technology has improved and standards are now above average. The headteacher and subject leaders are involved in a rigorous programme of monitoring teaching and learning and this has contributed to improved teaching and very good progress by the pupils. Assessment is now managed well and the information is used to plan work which is matched to the needs of all pupils. There is now a good system which links assessment, targets for the pupils and marking and this guides the pupils successfully on how they might improve.
14. The school's improvement plan is a useful tool to guide the school's future. Priorities are appropriate, targets are sufficiently precise and costs are clearly identified. The governors discuss the plan regularly and they receive clear reports from the headteacher. The governors monitor the school's budget closely and benefit from the very effective work of the school secretary in keeping information up-to-date. Governors generally apply the principles of best value well. For example, they compare the school's performance with similar schools and obtain comparative quotes for major items of expenditure, such as the computer suite and building development. The governors fulfil their responsibilities very well and liaise with senior staff in revising and updating subject policies. Performance management is up and running and all teachers have suitable targets which are monitored by the governors and headteacher.
15. Another strength in the management is the way in which the work with pupils with special educational needs has been developed. There are detailed individual education plans and a careful check is kept on planning to ensure that the pupils' needs are met. Well-trained and effective support staff and the way in which parents are involved in reviews and discussion about their children's progress are strengths. The register of pupils with special educational needs is kept up-to-date and contains good details of dates and levels of need. Liaison with external agencies is very good.
16. The school has a good balance of experienced and recently qualified teachers, and a good level of support staff. There has been some turnover of staff, mainly due to promotion, but any potential disruption to pupils' progress has been obviated by very good recruitment procedures. There are also excellent procedures for the induction of new teachers. Administrative support is excellent, ensuring the headteacher and teachers spend the minimum of time on administrative issues. All staff share a strong commitment to providing high quality education for the pupils.

The quality of teaching throughout the school is very good.

17. Parents expressed much confidence in the quality of teaching at the school and inspection evidence shows that the teaching is very good. Teaching has improved since the previous inspection. In the lessons seen, almost all of the teaching was good or better. Two-thirds of lessons were very good or excellent with almost a third being good. (One lesson was satisfactory). The teaching has a very beneficial impact on pupils' learning. High expectations of behaviour and performance underpin the teachers' work and pupils respond very well to the demands made of them. Almost all pupils work willingly and hard. They produce good quantities of work and take pride in presenting their work well. Pupils co-operate very effectively and enjoy collaborating on projects. For example, the pupils applied much creative and physical effort in an art lesson in Year 6. They listened attentively to the teacher's introduction about Indian art, made imaginative suggestions and then went on to produce attractive and effective drawings. Through very good teaching the pupils learned much about valuing others' cultural traditions.
18. Several parents spoke about the exceptional care and consideration given to their children who have special educational needs. Inspection evidence shows that the teaching of pupils with special educational needs is a particular strength, as teachers and support staff have a thorough understanding of each pupil. Individual education plans are very well focused and targets are reviewed regularly. Pupils with statements of special educational need also are taught very well. Where appropriate they are given individual attention. Teachers make good use of computers to support their work with pupils with special educational needs and the pupils respond well to this approach.
19. In the reception classes, the teaching of communication, language and literacy and mathematical development is very good and has improved since the last inspection. The very good teaching results in the children learning very rapidly and almost all of them are on course to exceed the goals expected of them by the time they move into Year 1. The staff have a good understanding of the national guidance for the foundation stage. They make good use of the stepping-stones for learning to create opportunities for the children to learn through play, direct teaching and small group work. One of the strengths in the teaching in reception classes is the attention given to developing the children's personal, social and emotional development through a wide range of experiences and opportunities to work together in groups of different sizes. The children respond well to the opportunities to take part in imaginative play, pretending to be builders, for example. Their learning is enhanced by thoughtful and well-timed adult intervention to encourage the use of a wide range of vocabulary. The staff plan very good opportunities for the children to improve their reading and writing skills both informally and through well-structured lessons. They make good use of the wide range of books and materials to capture the children's attention and to promote a love of reading. There is a good balance between direct teaching of the names and sounds of letters and other early reading skills, combined with regular practice of reading books from a scheme both at school and home. The wide variety of approaches, matched to the needs of the children, ensures that all make very good progress and become competent readers very quickly.
20. The teaching of the mathematical area of learning is very good. The staff provide a good range of apparatus for the children to explore shape, space and numbers and also set work which is just at the right level to move learning on at a good

pace. They keep a check on how well, each individual makes progress, record the information and use it to plan work. The most able children are given real challenges which encourage them to solve simple problems. Much use is made of number rhymes and games and the children respond enthusiastically in learning them. These activities contribute much to giving the children a secure grounding in mathematics. Enthused by their teachers, the children become keen learners and apply themselves very well. They concentrate effectively and work hard often producing good quantities of work. This combination of methods aids learning. The staff manage behaviour well; the children are left in no doubt about what is expected of them. There is regular homework, including opportunities for parents to read with their children.

21. The teaching of English throughout the school is very effective. Pupils' writing skills are developed well because there are ample opportunities to write in different forms and in other subjects apart from English. Effective questioning at the beginning of lessons is a feature of the lessons and helps to ensure both good pace and sustained interest in pupils' learning. For example, in an excellent lesson in Year 2, the teacher's careful questions and opportunities for the pupils to share what they had found out helped pupils to understand how the same prefix can alter the meaning of several words. There was some very good teaching of extended writing in Year 6 as the teacher encouraged the pupils to write autobiographies, drawing on several sources of information, and to present their work using several styles of writing. In many lessons, the teachers set timed tasks and keep the pace of lessons moving so that no time is wasted and the pupils are encouraged to work productively. Good opportunities are provided for pupils' discussion.
22. The teachers meet the needs of all pupils in the classes as most pupils are grouped according to ability and the work set is matched carefully to their needs. This works particularly well in the teaching of reading. The school has a very good range of books which are interesting and challenging. There is a good range of material available for boys and girls and this contributes to the pupils' success in reading. Reading is taught very well. Parents are involved extensively in listening to their children read at home and say they value this aspect of their involvement with their children's education. Parental involvement certainly contributes to the very high standards in reading at the school. The teachers and support staff regularly listen to the pupils read and through skilful questions keep a check on the pupils' understanding. Teachers also seek to inspire enthusiasm for reading in pupils by reading exciting and interesting stories and linking this to work in topics. There are good opportunities to discuss a wide range of authors, and pupils talk excitedly about what they have read. Teachers are very secure in using the National Literacy Strategy to underpin their work in English. They make very good use of the resources available and in planning their work seek to provide stimulation for all abilities. The most able pupils are given very demanding tasks and much is expected of them. The pupils rise to the challenge and write imaginatively and purposefully, engaging the reader's attention. One of the school's targets for improvement this year is the quality of writing. Although the pupils achieve significant success in English in national tests, the staff are determined to extend the pupils' skills further and are meeting with good success. There has been much emphasis on providing more opportunities for extended and creative writing and pupils' work often shows the effective use of a wide-ranging vocabulary, interesting story lines and the ability to sustain interest.

23. The school has developed effective systems for marking pupils' work and this aspect of teaching has improved since the previous inspection. Teachers carefully correct mistakes and encourage the pupils to learn from their errors by for example, practising spellings. Marking also highlights areas for development and is often linked to pupils' own targets for improvement. The teachers achieve a good balance between praising the pupils and encouraging them to do better. Comments in the pupils' books often include guidance on what the pupils might do to improve their work. It is a mark of the pupils' desire to improve that they follow their teachers' advice well.
24. The National Numeracy Strategy has also been implemented well throughout the school and the teaching of mathematics has improved since the previous inspection. The pace of lessons is usually good in the opening sessions on mental work and is helping pupils to improve the speed of their mental recall of number facts. For example, in a very good lesson in Year 6, pupils read out mathematical problems, speedily solved them and moved on to the next question. This activity was very popular and pupils' learning moved on at a brisk pace. The teachers have a very clear understanding of mathematics and use this subject knowledge well to promote the pupils' thinking skills. They encourage pupils to discuss how they have solved a particular problem and this helps to promote understanding of mathematical ideas.
25. Many of the strengths in the teaching of English and mathematics are apparent in other subjects. Lessons were seen in information and communication technology, history, physical education, art and design and science and the teaching was at least good and many lessons had very good features. A satisfactory lesson was observed in geography. In a very effective history lesson in Year 5 the teacher made excellent use of resources to capture the pupils' imagination and to promote understanding. In information and communication technology the teacher carefully explained the use of spreadsheets and formulae and built successfully on the pupils' prior knowledge. As a result, significant gains were made in pupils' understanding of how technology can be used to provide information, make judgements about effective sales and make predictions about patterns of spending. Information and communication technology is also used well in other subjects and the teachers often use computers to reinforce learning. In a lesson in geography in Year 4 the pupils used the Environmental Agency's website to further their understanding of rivers. Lessons are well structured and provide opportunities for pupils to work as whole classes, in small groups and individually. Teachers manage discussions well and make good use of subject terminology to deepen the pupils' knowledge. Discipline is calm, measured and effective. A significant characteristic of the teaching was the very high expectations of all pupils' performance, including the most able. The school makes good use of the teachers' particular expertise when possible. This contributes much to the pupils' very good progress in music, information and communication technology and history.

The pupils' behaviour, attitudes and personal development are very good.

26. The pupils' behaviour, attitudes and personal development are strengths of the school and contribute much to making the school an orderly and purposeful community. Parents are proud of their children's very good behaviour and attitudes at the school. The parents' view that the school helps their children to become mature is fully justified by inspection evidence.

27. Children in the reception classes have settled into school well and have quickly adapted to routines. They make very good progress in their personal, social and emotional development. They pay very good attention in lessons and respond very well when changing from one activity to another and move with a minimum of fuss. They are very eager to co-operate.
28. Throughout the school, pupils show very good attitudes to learning in lessons and concentrate well. Positive attitudes are often promoted by the stimulation and interest provided by the teachers. For example, in discussions with the pupils, they talked with much enthusiasm for history and bubbled over with excitement when discussing their work in information and communication technology. In an excellent English lesson in Year 2, the pupils were very keen to share “new” words they had found in dictionaries or at home. Even though pupils often work in rather cramped conditions they sustain their concentration and interest well. The pupils participate eagerly and respond with obvious joy and excitement in singing lessons. Pupils with special educational needs also have very positive attitudes because the teaching focuses very well on developing the pupils’ skills, knowledge and understanding step-by-step. There is well-focused support and the pupils make very good progress towards the targets in their individual education plans. This worked very well in a mathematics lesson in Year 6, where the support staff used much encouragement and praise to inspire confidence in the pupils, who went on to work hard and complete the task successfully.
29. Behaviour is usually very good and in assemblies it is excellent. No pupil has been excluded. The pupils have a strong sense of fairness and justice and are developing very good awareness of the impact of their actions on others. In an assembly about the life of Martin Luther King, performed by Year 6 pupils, issues such as prejudice and racism were highlighted and all pupils responded thoughtfully. No bullying, racist or sexist behaviour was observed during the inspection and pupils indicated no concerns in these areas. Pupils respond very well to the school’s systems of rewards and sanctions and clearly understand and follow the school’s rules.
30. Pupils’ personal development and relationships are very good. The pupils enthusiastically complete homework and work hard on topics, such as their autobiographies, using their research skills very effectively. They talk confidently about their views of the school and express good ideas about ways they would like to see it improve. Older pupils show much care and consideration to the new starters in the reception classes and this helps the younger children to settle quickly. Relationships at the school are underpinned by the caring Christian ethos. Pupils work very well together and respond effectively in different sizes of groups. They discuss their work freely and competently and willingly share ideas, often working as a team. The pupils keenly volunteer to help with jobs around the school and take their role as classroom helpers seriously. They are keen to support charitable causes and help to raise substantial funds. The pupils have a very good understanding of the different cultural and religious traditions in Britain today and are prepared very effectively for life in a culturally diverse society.

WHAT COULD BE IMPROVED

The accommodation, particularly for reception children.

31. Although the staff work hard to minimise the adverse effect of cramped conditions, the rise in numbers of pupils attending the school has created problems of some overcrowding and this has had most impact on the work with reception children. The classrooms are too small, having originally been designed as additional spaces for activities rather than as classrooms. The outdoor play area for reception children is shared with the infants and there is no separate area for the youngest children which restricts their physical and creative development. There is an indoor area shared by four classes for creative activities and, although staff organise this well, the opportunities for reception children are hampered by the presence of older pupils. Activities, such as baking, happen side by side with working with paint, clay and other messy activities.

The quality of written reports on pupils' progress

32. A new system of reporting to parents was introduced last year and the school is reviewing its provision. About a quarter of parents who responded to the questionnaires felt that they had insufficient information about their child's progress. Inspectors agree with this view. Although the school provides annual written reports to parents about their children's progress, which include good comments about personal development and behaviour, they are insufficiently focused on reporting attainment. The reports include details of what has been covered in each subject and also note the individual's experiences. However, reports rarely contain specific references to the children's attainment. There are very few comments which guide the parents on how to support their children and little reference to targets for the pupils to achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to build upon the school's significant strengths and maintain high standards the headteacher, staff and governors should:
- ***Improve the accommodation, particularly for children in the reception classes to provide more space and opportunities for physical and creative development.**
 - ***Improve the quality of written reports on pupils' progress.**

* The school has identified these issues as areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	5	1	0	0	0
Percentage	18	47	29	6	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 six 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)	N/A	210
Number of full-time pupils known to be eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	15

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.3
National comparative data	5.2

School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	18	18	18
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	18	18	18
	Total	31	32	33
Percentage of pupils at NC level 2 or above	School	94 (100)	97 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	16	16	16
	Total	32	33	33
Percentage of pupils at NC level 4 or above	School	97 (97)	100 (97)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	16	16	16
	Total	33	33	33
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (97)	100 (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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	184
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)	11.3
Number of pupils per qualified teacher	18.6
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	174

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	455,708
Total expenditure	468,776
Expenditure per pupil	2,171
Balance brought forward from previous year	40730
Balance carried forward to next year	27662

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	41	8	1	0
My child is making good progress in school.	45	46	4	4	1
Behaviour in the school is good.	51	42	4	1	2
My child gets the right amount of work to do at home.	29	53	13	1	4
The teaching is good.	54	42	3	1	1
I am kept well informed about how my child is getting on.	27	46	22	4	1
I would feel comfortable about approaching the school with questions or a problem.	70	24	4	1	1
The school expects my child to work hard and achieve his or her best.	73	24	2	1	0
The school works closely with parents.	32	50	12	2	4
The school is well led and managed.	68	29	1	1	1
The school is helping my child become mature and responsible.	55	41	1	2	1
The school provides an interesting range of activities outside lessons.	23	29	32	9	7

Other issues raised by parents

At the meeting with parents the views expressed were very positive and some conflicted with those in the questionnaires. Parents would like more opportunities for their children to be involved in extra-curricular activities. They would appreciate more information about their children's progress and to feel more closely involved in the school.