

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

Leigh

LEA area: Wigan

Unique reference number: 106502

Headteacher: Mr J B Travis

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 14th – 16th January 2002

Inspection number: 197440

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Pendlebury
Date of previous inspection:	15 th – 18 th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Roman Catholic (Voluntary Aided) Primary School is close to the centre of Leigh, Lancashire. The school admits pupils from the Roman Catholic parish of the Sacred Heart and beyond. There are 280 pupils aged from four to eleven on roll, which is large for a primary school. The great majority of pupils are from a white United Kingdom background with three pupils from minority ethnic families. One pupil, who speaks English as an additional language, is a fluent speaker of English. Thirty-two pupils (11%) are entitled to free school meals; this is broadly average. There are fifty-five pupils on the special educational needs register, the great majority of whom have difficulties with literacy and numeracy. Five pupils have statements of special educational need. These proportions are similar to most other schools. The school is part of an Education Action Zone. Children enter the reception year at the beginning of the school year in which they are five. Overall, their attainment on entry is below that usually seen.

HOW GOOD THE SCHOOL IS

Sacred Heart is a good school with a strong Roman Catholic ethos that provides all of its pupils with a positive climate for learning. The overall standard of teaching is good, as is the pace of pupils' learning. Pupils have very positive attitudes to school, work hard and by the time they are eleven are achieving above average standards in English, mathematics and science. The school is led and managed well and provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science in Years 1 and 2 and in the junior department.
- Teaching is good throughout Years 1 to 6.
- The senior management of the school gives good leadership and the staff are strongly committed to provide the best they can for the pupils and to improve the school further.
- The school's very good provision for social and moral development is instrumental in promoting pupils' very positive attitudes to school and their very good behaviour.
- The parents have a very positive view of the school and its links with parents make a good contribution to their children's learning.

What could be improved

- There are not enough computers for pupils to practise the skills they are learning in information and communication technology (ICT) lessons on a regular basis.
- In the reception classes, independent activities are not matched carefully enough to children's learning needs.
- There is no library for pupils in the junior department and the infant library is in need of further development.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the school's last inspection in September 1997. Provision and standards in ICT, design and technology and music have been raised and pupils' attainment at the age of eleven is at the expected standard in these subjects. The headteacher now provides a high level of support to teachers, particularly in literacy and numeracy in the junior department. This is enabling above average standards to be achieved. There is a regular programme of monitoring of teaching and learning. The findings are being used to inform further improvement initiatives. Curriculum co-ordinators are

clear about what their role requires and give strong leadership. This has had a positive impact on provision and standards. Teachers now provide pupils with opportunities to work independently in small groups and pupils work co-operatively, supporting and motivating each other to work harder. Provision for reception children's physical development has been improved by the provision of large apparatus and wheeled toys, and increased and regular access to the outdoor play area. Consequently, children's physical skills are developing satisfactorily. Governors now are better informed about the school's curriculum, finances and the standards achieved. Homework is now provided on a regular basis, is organised and planned systematically and makes a positive contribution to pupils' current learning.

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	C	A	A*	A*
Mathematics	A	B	B	B
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
Very low	E*

The rate of improvement in the national tests at the age of eleven is similar to that seen nationally. In 2001, pupils' attainment in relation to all schools and similar schools in English was very high and in the top five per cent of schools across the country. Attainment in science was well above average. Although standards in English and science seen in the school during the inspection were above average, they were not as high as those attained in the 2001 tests. Standards in mathematics seen in the school are similar to those in the 2001 tests. In the 2001 tests, attainment at the higher level (level five) was well above average for English and science and average for mathematics. The school has set targets for attainment for 2002 which are lower than in 2001 and take realistic account of the wide range of ability within the current Year 6 group.

The results of the tests taken by seven-years-olds in 2001 in reading, writing and mathematics were below average compared to all schools; they were well below average in reading and writing, and below average in mathematics when compared to similar schools. These results were lower than those seen in previous years. The year group taking these tests had a high number of pupils who started school with very poor attainment and, although low, these results are an indication of good progress during their two years in the infants for this particular group of pupils. During the inspection, standards seen in the school in the infants were higher than this and in reading, writing and mathematics were similar to those seen nationally. Pupils with special educational needs make good progress and achieve well. Although children in the reception classes make satisfactory progress, overall their attainment at the end of the reception year is below the expected standard. At the ages of seven and eleven girls do better than boys in national tests. The school is aware of this and has a good range of strategies in place to promote boys' progress, particularly in literacy. Targets for attainment set for pupils to achieve in national tests at the age of eleven were exceeded in 2001. The school has set lower targets for eleven-year-old pupils in 2002 and these accurately reflect the standards inspectors saw in the school. Overall, pupils are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, they are enthusiastic about lessons and concentrate very well.
Behaviour, in and out of classrooms	Very good. Pupils work and play together with a high level of consideration for each other's needs and views.
Personal development and relationships	Very good. Pupils develop a strong sense of responsibility to the school community. Older pupils demonstrate a high level of maturity and care when undertaking their duties as 'playleaders' with the younger pupils.
Attendance	Attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	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.

Teaching is good overall. Teaching for pupils in Years 1 and 2 and in the junior department is good overall and for reception classes it is satisfactory.

From Years 1 to 6 teachers manage their pupils very well, lessons are usually stimulating and conducted at a brisk pace, pupils are expected to work hard and generate a lot of work. English and mathematics, including literacy and numeracy skills, are well taught and pupils benefit from the arrangements for literacy and numeracy to be taught in classes organised according to pupils' ability. The additional attention to the teaching of writing is enabling pupils to make good progress in writing. Teaching for pupils who have special educational needs is effective and this enables them to make good progress towards achieving their individual learning targets. The teaching in reception is satisfactory. The early stages of reading and number are taught systematically and enable children to make satisfactory progress. An appropriate range of activities that children can undertake independently is provided, but teachers are not clear about exactly what it is they want the children to learn from these activities. They do not intervene sufficiently to direct and encourage children's learning or monitor the progress children are making closely enough. The pace of pupils' learning is good in classes from Years 1 to 6, and satisfactory for children in reception. Pupils make good use of the opportunities they are given to discuss and work in small groups. Children in reception usually concentrate and listen to the staff carefully but on occasions the more exuberant distract the remainder of the class by their demands.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory in reception and good for Years 1 to 6. There are good links made between all subjects, and literacy skills are reinforced very effectively through many subjects. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. There is the earliest possible identification of special needs and provision is regularly reviewed. Pupils are supported well in lessons and

	the tasks they are given are matched carefully to their needs.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social and moral development is very good and for spiritual and cultural development it is good.
How well the school cares for its pupils	Satisfactory overall. Procedures for child protection are good and pupils receive a high level of informal care. The monitoring of pupils' progress in English, mathematics and science is thorough.

The school has close links with parents who make a positive contribution to their children's education both in school and at home. The arrangements for ensuring that children make a smooth start to school in reception are very effective and involve the parents fully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by an efficient deputy, gives effective leadership. The school is well managed. The senior management team and curriculum co-ordinators have a strong sense of purpose and good understanding of their roles. They make a good contribution to the management of the school. The whole staff work very well as a cohesive team and are committed to improving the school further.
How well the governors fulfil their responsibilities	Satisfactory. The governors' role has developed since the previous inspection. Governors give the school a good level of support and some are very involved in the daily life of the school. Governors are appropriately involved in the school's planning for school improvement. They have a satisfactory understanding of its strengths and weaknesses.
The school's evaluation of its performance	Good. The headteacher, senior staff and curriculum co-ordinators have a realistic view of what the school needs to do to improve further. Good use is made of assessment data and monitoring evidence to identify areas for improvement and to inform appropriate action.
The strategic use of resources	Resources, including specific grants such as those allocated by the Education Action Zone, are well used to promote school improvement and raise standards. Better use could be made of the smaller rooms to provide additional working space for pupils.

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. • They feel comfortable approaching the school with their queries or problems. • The teaching is good. • Teachers have high expectations of what their children can achieve. • The school is well managed and led. • Their children make good progress. 	<ul style="list-style-type: none"> • A few parents think that the routines at the start of the school day are erratic.

Eleven parents attended the meeting with inspectors and 122 returned the questionnaire. Parents hold Sacred Heart School in very high regard. The inspectors support their positive views. Inspectors monitored the school's routines at the start of the day and further discussions took place with parents during the inspection. The start of school routines are appropriate for this school and are understood by pupils and the great majority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English, mathematics and science in Years 1 and 2 and in the junior department.

1 Pupils enter Year 1 with standards that are below average. The good quality of the teaching, the high priority given to the teaching of literacy and numeracy and the organisation of the curriculum enable pupils to achieve well in both the infant and junior departments. By the age of seven pupils are achieving standards in English and mathematics that are average. This good rate of progress and achievement is maintained in the juniors and by the age of eleven pupils are achieving above average standards in English, mathematics and science.

2 Pupils' speaking and listening skills develop well as they progress through the school. Pupils benefit from being given opportunities in literacy sessions to discuss their work in small groups before reporting back to the whole class. Less able pupils work in smaller groups for literacy. This gives them the opportunity to develop confidence in speaking in a group that is not too daunting. In a Year 1 literacy session a group of less able pupils worked with a volunteer helper retelling the story of *The Three Little Pigs*. The pupils used stick puppets they had made previously and played the parts of the characters in the story. They worked hard at this activity, were encouraged to speak with expression and in the character of the part they were playing. By the end of session their confidence in speaking had increased. They were very proud to have part of their performance taped and played to the rest of the class during the plenary session. In Year 2, many children are demonstrating a good level of confidence when speaking in front of the whole class, being able to express their ideas clearly, for example, on quick mental methods of addition in a numeracy session. Some more able pupils will answer questions at greater length, for example, when discussing, in a science lesson, how sound travels. In the junior department pupils continue to develop their speaking skills well. Discussions within groups about their work are to the point and pupils take notice of each other's views. Teachers consistently use the appropriate subject specific vocabulary and encourage pupils to use it when they answer. Older pupils are aware of the importance of using the correct scientific terms in their science lessons. In 2001, a group of Year 6 boys took part in a local public speaking competition, in which they did well.

3 Pupils achieve well in reading and writing. Pupils enjoy reading and are keen to discuss what they have read. They are acquiring a range of strategies that helps them tackle unfamiliar words. By the age of seven most pupils are able to read simple texts fluently, and the more able read with expression that enlivens their reading giving due attention to punctuation such as speech marks. This good progress in reading continues throughout the junior department. Pupils read across a widening range of authors, with increasing fluency and insights into what they are reading. Pupils learn about using reference material such as dictionaries and information books. Year 2 pupils know how to use the contents and index of information books to help them find the information they need. Older pupils learn how to use reference books for independent research and make use of books in the class libraries. However, they are unfamiliar with any library or coding systems they might encounter in larger libraries because these are not in place in class collections and there is no junior department library.

4 At Key Stage 1 pupils are developing as confident writers. They have regular opportunities to write stories, poems and descriptions and to use writing in other subjects such as science and history. By the time they are seven they are able to punctuate correctly and most pupils' spelling is usually accurate or words are logically spelt. Some pupils are beginning to enliven their writing by using their widening vocabulary for interesting effect and imagery to convey their meaning precisely. For example, one Year 2 child wrote in a

description -- "I was stronger than the wind". In the junior department pupils achieve well in writing. They benefit from the considerable emphasis the school puts on the teaching of writing. Additional 'extended writing' lessons are timetabled weekly and these build well on the skills and understanding pupils are gaining in their literacy lessons. By the age of eleven, work is well presented and there is a widening breadth to their use of vocabulary, sentences are structured into paragraphs and are varied in style. Most older pupils are able to express themselves clearly and accurately, sometimes using quite complex and detailed sentences. In a writing lesson in Year 6 pupils were required to devise a pen portrait of a bully through use of dialogue, plot and description. They had prepared notes in which they established the structure of their writing and these notes provided them with useful prompts from which to develop their writing. Most of the pupils developed their ideas well and their writing styles demonstrated a good understanding of how to vary the structure of sentences for effect. They understood what they were required to do and earlier learning about the structure of sentences in the literacy session was having a good impact on their use of language.

5 Progress and achievement in mathematics is good at both key stages. Pupils at Key Stage 1 are developing confidence in the mental calculation of numbers and are learning a range of methods to help them, for example, learning to round up or down to the nearest ten when adding to two-digit numbers. They are acquiring an understanding of numbers up to 100 and using them in their calculations. Their confidence in working with larger numbers is increasing. They are able to measure lines in centimetres although more able pupils show greater degree of accuracy in their measuring. They work confidently with two and three-dimensional shapes. Throughout the junior department pupils continue to make good progress and by the time they reach Year 6, most have a secure understanding of the four rules of number. They have a good range of strategies for calculation and problem solving. Most have good recall of multiplication and division facts up to twelve. They work accurately with vulgar and decimal fractions and interpret correctly the information given on block and line graphs. They use calculators sensibly and with confidence.

6 Pupils achieve well in science. At the end of Key Stage 1 many pupils attain the average standard for the age group. At Key Stage 2 they make good progress in science, achieve well and by the end of the Key Stage are achieving standards that are above average. They are covering all the necessary programmes of study and have a detailed recall of work they have undertaken earlier in the key stage. Pupils in Year 2 sort materials by their different properties and are able to make comparisons between man-made materials such as fabric and tin-foil and discuss their water-proofing properties. Pupils are developing reasonable skills in investigating and experimenting. In a Year 2 lesson, pupils were required to classify musical instruments by the various sounds they made. They were able to identify instruments by whether they needed plucking, blowing or hitting and to record their findings on a simple grid. Year 1 pupils grasped that the hollow structure of the guitar's sound box meant it produced a richer sound. Pupils continue to achieve well throughout the juniors, scientific knowledge is taught thoroughly and opportunities for practical work are built into the science scheme of work. By Year 6 pupils understand that scientific ideas are based on concrete evidence. They make sensible predictions about the possible outcomes of their investigations and are beginning to draw general conclusions from their findings. They know why it is important for the tests they undertake to be fair and can suggest key factors that would make a test fair or unfair. They understand how introducing a variable can change the nature of the experiment. Written work is well organised and pupils present their findings in a variety of ways making good use of line and block graphs and pie charts.

Teaching is good throughout Years 1 to 6.

7 Teaching is good throughout for pupils from Year 1 to Year 6. No unsatisfactory teaching was seen in these year groups. This is an improvement because at the time of the

last inspection the quality of teaching at Key Stage 2 was most variable, with some teaching being unsatisfactory. Particular features of effective teaching are the careful planning that underpins each lesson, the organised approach to the teaching of literacy and numeracy, teachers' high expectations of what pupils may achieve and the effective management of pupils.

8 Lessons are carefully planned with specific objectives to be learnt by the end of the lesson. These are displayed in the classroom, and pupils are made aware of what they are expected to achieve. Resources are well organised, accessible and often add considerable interest. In a very good science lesson seen about the structure of the human skeleton for pupils in Years 3 and 4 the pupils were learning. The lesson was enlivened by the use of a large collection of X-rays, which showed various parts of skeleton very clearly and through skilful questioning the teacher led pupils to consider the different structures of various joints. Everyone was fascinated by how clearly a heart pacemaker could be seen in the X-ray that showed a set of ribs. Teachers are adept at linking current work from different subjects. This is most effective in reinforcing skills and knowledge that have been covered earlier in a different subject and in maximising pupils' interest and knowledge from other aspects of the curriculum. For example, in a very good writing lesson seen at Key Stage 2 the teacher used an aspect of the current geography theme of The Rainforest as a subject for writing. The lesson was further enlivened by the introduction of a large chameleon hand puppet. The teacher skilfully wove information about the rain forest and the chameleon in particular into her exposition, and pupils were able to suggest a wide range of descriptive language to use in their writing and to draw on what they had learnt in geography.

9 The teaching of literacy and numeracy is good at both key stages. It is this consistency in the quality of teaching that enables pupils to achieve well. Teachers in the junior department build well on the firm foundations provided in the infant department. The fact that pupils' standards are higher at the age of eleven than they are at the age of seven is not only due to the quality of teaching in the junior department but also to the quality of teaching they have received earlier in the school. Teachers have a good understanding of the National Literacy and Numeracy Strategies. Work is planned in considerable detail with specific objectives not only for whole class learning but also for the independent activities that groups undertake. This means that teachers are able to assess very precisely how much progress pupils have made throughout the lessons. Pupils are taught in groups that are organised by prior ability. Within those ability groups the work planned is adapted further to ensure that the tasks they are given are well matched to their learning needs, challenge the more able and consolidate the learning of less able pupils. At both key stages pupils are set specific targets for achievement and these are displayed in the classroom either on a wall board or on cards on the desks. Pupils are made very aware of their targets and teachers use the final part of the lesson well to enable pupils to evaluate how much progress they think they have made during the lesson. Pupils' work is marked regularly and most teachers include comments on how pupils can further improve their work.

10 Teachers' management of their classes is very good and based on the positive relationships that are evident throughout the school. Teachers maintain assured control of their classes in friendly but purposeful manner. Class rules are displayed in most classrooms and teachers are consistent in their insistence on high standards of behaviour. Support staff make a good contribution to pupils' learning. They know their pupils well and are skilful at encouraging and supporting them both in whole class sessions and in group work.

11 The provision of homework has improved considerably since the last inspection, when its quality was a key issue. Homework activities are linked well to current learning, and shown on teachers' short-term planning. Parents at the meeting with inspectors were positive about the quality of homework the school provided.

The senior management of the school gives good leadership and the staff are strongly committed to provide the best they can for the pupils and to improve the school further.

12 The school is well led. A good pace of improvement has been maintained since the last inspection and this is due to the strong leadership of the headteacher, to the commitment of the staff and to everybody's hard work. The school's mission statement is supported by all and informs every part of school life. A range of clear policies implements the aims of the school well. The headteacher and deputy headteacher work in close and effective partnership and have engendered an atmosphere in which everyone's contribution to school development is valued. There is a strong sense in the school of a united staff, all working with a common purpose, to improve the quality of education and raise standards further.

13 The school has responded well to the previous inspection's judgement that the curriculum needed to be managed more effectively. A systematic approach to the monitoring of teaching and learning has been instituted. The headteacher and deputy headteacher have a programme of direct monitoring of teaching and learning which is further supplemented by the scrutiny of pupils' work and teachers' planning by senior staff and curriculum co-ordinators. The responsibilities and role of the curriculum co-ordinator have been developed. Curriculum co-ordinators now play a much larger part in the development of their subjects than at the time of the last inspection. There are detailed schemes of work in place. All the subject co-ordinators demonstrate a detailed understanding of the current provision in their subjects. They have relevant and realistic ideas about what they need to do next to improve the provision in their subjects and show the enthusiasm and expertise necessary to lead the development of a subject effectively.

14 The headteacher has a realistic view of what needs to be done to promote further improvements and governors and staff share this. Performance management systems are being well used to support staff's personal professional development and to inform further school improvement.

The school's very good provision for social and moral development is instrumental in promoting pupils' very positive attitudes to school and their very good behaviour.

15 The school's strong Christian ethos is clearly expressed in its mission statement and reflected in its aims. It is evident in the daily life of the school and in the importance placed on the development of positive relationships between pupils and pupils and adults. There is a strong commitment to ensure that the school's provision serves the needs of all its pupils and enables them to fulfil their full potential.

16 Attention to social and moral development starts from the earliest age. Children in reception are encouraged to be independent. The lengthy schedule of the various responsibilities that children are expected to undertake is displayed in the reception classroom, for example, playing a full part in helping to clear up at the end of practical activities. The regular scheduling of 'circle time' and a quiet time at the end of the day enable children to reflect on how their day has gone. This makes an effective contribution to raising young children's awareness of the part they play in the life of the class and their responsibilities towards each other. Throughout the school pupils are set personal and learning targets to achieve.

17 The school is successful in providing opportunities for pupils to develop their independence, show initiative and to make a contribution to the quality of life within the school. There are numerous opportunities for pupils to undertake a wide variety of monitorial duties. For example, a group of Year 6 pupils sort out their class's work into homework folders during their dinner hour and were observed doing this very systematically during the inspection. There is a well-established School Council with members from Year 3 onwards. This represents the pupils' views on the life of the school and makes suggestions for improvement. For example, the School Council concerned itself with improving the routines for moving around the school. Currently they are considering ways in which to improve the quality of provision at break times. Some older pupils act as 'play leaders'; they lead groups of younger pupils during break times and set up interesting games for them to play. Pupils receive training as play leaders before they embark on this role. The school has a large number of out of lesson clubs, many of which take place at lunchtime and range from line dancing to mathematics clubs. Pupils throughout the school also have opportunities to participate in a wide range of extra-curricular sports activities and the school choir participates in many local and regional events throughout the school year.

The parents have a very positive view of the school and links with parents make a good contribution to their children's learning.

18 The parents hold the school in very high esteem. This is clearly shown by the response to the parents' questionnaires, the comments of those parents who attended the parents' meeting and by conversations with parents during the week of the inspection.

19 Parents report that they receive a constant flow of information from the school about school activities and what topics the pupils are currently covering. Recent events to inform parents about the literacy and numeracy strategies were well attended and considered by both parents and governors to be very informative and enjoyable events. Annual reports contain a good level of detail. Arrangements to ensure that parents are well informed about the school when their children start in reception are very well organised. There are meetings for parents and children, opportunities for children to visit school with their parents several times in the term before they start school, and suggestions for activities that parents can undertake with their children at home. The school participates in a local project to promote the involvement of parents in their children's early education and is making effective use of its resources in its early years practice.

20 Parents find the staff and headteacher most accessible when they have concerns and are confident that any difficulties their children have in school are dealt with quickly and effectively. Parents particularly appreciate the accessibility of the headteacher.

21 A number of parents and governors help regularly in school. The support they are asked to give is carefully planned for and they make a positive contribution to the life of the school.

WHAT COULD BE IMPROVED

There are not enough computers for pupils to practise the skills they are learning in information and communication technology (ICT) lessons on a regular basis.

22 Since the last inspection, when attainment in ICT was found to be in below the expected standard, teachers have undertaken training and improved their expertise in the subject. A useful scheme of work has been devised by the co-ordinators which makes good

use of the nationally recommended guidelines. As part of an Education Action Zone initiative, the school has received support from local authority advisory teachers and additional funding to purchase computers, so now there are two in each class. There are also additional 'Dream Writers' which pupils use to help them with improving their word processing. Consequently, pupils' skills and knowledge in ICT have improved and are now at the average standard for their age. However, further raising of standards is difficult because the current level of resourcing is still not sufficient to enable pupils to have regular practise of the skills they are learning in the regular ICT lessons.

23 Direct observation of teaching and scrutiny of work at Key Stage 2 indicate that teachers give pupils opportunities to use ICT for a wide variety of purposes. For example, they use programs to help reinforce key literacy skills, to create spreadsheets to show information clearly and use information programs to support their learning other subjects. However, the regularity with which pupils can use computers is limited because of the low level of resourcing. This also inhibits teachers during lessons. Teachers plan ICT lessons very carefully, pupils are introduced to new skills systematically and some time for practice is built into each lesson. Teachers also provide paper and pencil exercises that are relevant to the ICT skills being introduced and link with other subjects such as mathematics for pupils to undertake when they are not able to use the computer. However, this is no substitute for having more time working with the ICT equipment. It is a tribute to the quality of teachers' teaching and pupils' concentration and hard work that they are able to make satisfactory progress in this subject.

In the reception classes, independent activities are not matched carefully enough to children's learning needs.

24 In order to implement the requirements of the Foundation Stage curriculum appropriately, the reception class teachers have received training in the new requirements and the school is taking part in a local initiative to raise the quality of Early Years provision. The alterations to accommodation so that both classes work in one large area is an efficient way to make best use of the space and the classrooms are organised so that areas for practical activities such as experience with water, sand and construction materials are shared between the two classes.

25 Provision for the teaching of communication, language and literacy and mathematical development are satisfactory overall although more needs to be done to promote children's progress in the early stages of writing. The whole class sessions which take place are carefully planned, with lesson objectives stating what the children are expected to learn and the supporting activities indicated. However, the independent practical activities that children participate in at certain points in the day, are not so carefully considered or planned. There is no record of what aspect of the curriculum these activities are supposed to be supporting or what the learning intention for that particular session is. During the inspection children were observed choosing from a range of independent activities that included small construction equipment, as well as the water and sand play and areas for imaginative play such as a home corner and an area organised as a travel agents. One girl spent a considerable length of time using the water trough and its contents on her own but no encouragement or discussion with adults or other children took place. No adult intervention or participation in these activities was observed. So staff were not able to judge how much learning was going on, whether the tasks were too easy or too difficult and which children were participating in which activities. Consequently, the benefits of independent and practical activity in promoting children's learning were, to a great extent, lost and teachers did not have sufficiently detailed view of how successful the activities had been and how they needed to be modified or extended.

There is no library for pupils in the junior department and the infant library is in need of further development.

26 Although each Key Stage 2 class has a small class library area, these are variable in quality, mostly containing fiction with some information books related to the topics currently being studied. There is no agreed system of classifying books through Key Stage 2 and so, although pupils understand how to use reference books, they have very limited understanding of the different coding systems they might encounter in a library or how to go about finding the information books they need. The lack of a library reduces the opportunities that pupils have for independent study.

27 There is a library for pupils at Key Stage 1, but it contains mostly fiction books that are used as part of the home-school reading system. The selection of information books is very small, and there is no system in place for the organisation of information books. So pupils have insufficient experience of selecting information books from a library collection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28 In order to improve the quality of education offered to pupils, the headteacher and staff in partnership with the governors, should;

- **Raise standards in information and communication technology further by:**

Devising a programme to acquire additional equipment so that pupils have more frequent access to computers.

(Paragraphs 22 - 23)

- **Improve the quality of provision in the reception classes by:**

Improving the quality of the independent activities so that they are matched accurately to children's current learning needs;

Improving short-term planning by identifying when staff have opportunities to monitor and intervene in these activities and what they expect the children to have learnt by the end of each activity.

(Paragraphs 24 - 25)

- **Improve the library provision within the school by:**

Identifying a suitable location within the school for a Key Stage 2 library and put a rolling programme in place to develop this facility;

Improve the quality and quantity of information books in the Key Stage 1 library;

At both key stages agree and establish suitable coding systems for each library in order that pupils may improve their understanding of how to select the books they need from a reference library.

(Paragraphs 3, 26 – 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

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
Number	0	6	7	6	1	0	0
Percentage	0	30	35	30	5	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

280

Number of full-time pupils known to be eligible for free school meals

32

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

5

Number of pupils on the school's special educational needs register

55

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

7

Pupils who left the school other than at the usual time of leaving

5

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	23	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	16
	Girls	21	22	22
	Total	38	37	38
Percentage of pupils at NC level 2 or above	School	86 (88)	84 (88)	86 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	22	22	22
	Total	37	38	40
Percentage of pupils at NC level 2 or above	School	84 (88)	86 (93)	91 (98)
	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	23	24	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	17	23
	Girls	22	19	22
	Total	43	36	45
Percentage of pupils at NC level 4 or above	School	91 (87)	77 (89)	96 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	24	24	24
	Total	46	46	47
Percentage of pupils at NC level 4 or above	School	98 (79)	98 (82)	100 (84)
	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	2
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1

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)	14
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.5

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
	£
Total income	524824
Total expenditure	534723
Expenditure per pupil	1838
Balance brought forward from previous year	30981
Balance carried forward to the next year	21082

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	122
Percentage of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	2	0
My child is making good progress in school.	61	37	2	0	1
Behaviour in the school is good.	49	50	1	0	0
My child gets the right amount of work to do at home.	38	57	4	0	1
The teaching is good.	66	32	2	0	1
I am kept well informed about how my child is getting on.	47	36	13	2	2
I would feel comfortable about approaching the school with questions or a problem.	66	33	2	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	42	46	10	0	0
The school is well led and managed.	59	40	0	0	0
The school is helping my child become mature and responsible.	59	1	0	0	0
The school provides an interesting range of activities outside lessons.	57	34	5	0	4