

INSPECTION REPORT

HOLY CROSS CATHOLIC PRIMARY SCHOOL

Catford

LEA area: Lewisham

Unique reference number: 100739

Headteacher: Mrs Maureen Maher

Reporting inspector: Miss S Ramnath
21334

Dates of inspection: 11th - 12th September 2000

Inspection number: 224470

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: 3 to 11 years

Gender of pupils: Mixed

School address: Culverley Road
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Appropriate authority: The governing body

Name of chair of governors: Mrs N Adedeji

Date of previous inspection: 29th April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Cross RC JMI Primary is an average size school for children aged between three and eleven. The school serves a wide catchment area and the pupils represent a range of social backgrounds. All pupils are baptised Catholics. There are currently 226 primary aged pupils in the school, organised into seven classes, and a further 46 children who attend on a part-time basis in its Nursery. When they start school, children's attainment is slightly above that of children of a similar age. Overall, there are more girls than boys in all classes except YR. The eight per cent of pupils eligible for free school meals is well below average. Nearly 40 per cent of the pupils come from various ethnic minority backgrounds against a national average of 10.1 per cent and 25 per cent of pupils have English as an additional language. Forty-three pupils (16 per cent) are on the school's register of special educational needs, a figure below the national average. The proportion of pupils with a statement of special education need is average.

HOW GOOD THE SCHOOL IS

This is a very good school where effective teaching leads to high standards. The headteacher, governors and all staff work together very well and this has a positive impact on the quality of education provided. There is an excellent ethos. Taking account of the high standards attained, very good teaching and good leadership, the school gives very good value for money.

What the school does well

- By age of eleven, standards in English and mathematics are well above average.
- Teaching is very good overall. This has a positive effect on standards.
- The pupils work hard; their behaviour is excellent and they get on very well with one another.
- The provision for pupils' spiritual development is very good. Pupils have very good social skills and a strong sense of right and wrong.
- The co-operation between the headteacher, governors and staff ensures a very good ethos within the school.
- The partnership between school and parents is very good and all parents support the school enthusiastically.

What could be improved

- The school has no major areas of improvement. Effective leadership and good teaching enable all pupils to make good progress and achieve high standards.

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

There are no major issues for the school to address, but in the context of its many strengths, the following minor point for improvement should be considered for inclusion in an action plan:

- In the Nursery and Reception classes children experience a wide range of activities. The system of monitoring this, especially for those pupils not on adult-led activities could be tighter.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. Since that time, standards have improved year-on-year and the breadth of the school's curriculum has been sustained. All the key issues identified in the previous report have been successfully addressed. The procedures for assessing what pupils know, understand and can do in Key Stages 1 and 2 have improved and the information is used well to inform planning. The quality and effectiveness of teachers' plans have improved and there is now greater detail in short-term lesson plans to ensure that the needs of all pupils are being met. The role of most subject co-ordinators has developed since the earlier inspection and they have a greater involvement in curriculum monitoring. Taking into account the school's successful drive towards raising and maintaining standards and meeting its own targets, its capacity to further improvement is judged to be very good.

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
	1997	1998	1999	1999
English	A*	A	A*	A*
Mathematics	A	A	A	A
Science	A	A	A	A

Key

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

These are very good results which show that high standards have been maintained over time in English. A* performance is consistent with the highest five per cent of schools nationally. Pupils' attainment is well above average in mathematics and science when compared with the schools nationally as well as with similar schools. The school had set itself targets for the year 2000 for the National Curriculum tests of 88 per cent of pupils gaining Level 4 or above in English and 85 per cent in mathematics. These were particularly challenging, being well above the current national average, but were not out of reach and reflect the school's high expectations. The targets were met.

In 1999, the girls attained higher standards than boys in English and science tests, although this was not evident in work seen during the inspection. In lessons and in the work seen in pupils' books, standards were well above average in English and mathematics. All pupils achieve well, including pupils with special educational needs, English as an additional language and higher attainers. They all make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements. Their attitudes support progress in their learning.
Behaviour, in and out of classrooms	The quality of pupils' behaviour, including that of the youngest children, is excellent. Pupils are courteous and respectful towards each other and to adults.
Personal development and relationships	Very good. Pupils help each other willingly and gain in confidence as they grow older. Excellent relationships exist between all pupils and between pupils and adults. They contribute strongly to the school being an orderly community. Pupils show initiative and personal responsibility.
Attendance	Good. This is above the national average and pupils have few unauthorised absences. They arrive at school promptly and lessons start on time. This has a positive influence on their learning and standards of achievements.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

Overall, teaching is very good and this has a positive impact on standards because it ensures that pupils make good progress. Pupils rise to the high expectations set by teachers and have very good learning habits. During the inspection, teaching was satisfactory or better in all lessons, good or better in three-quarters of lessons and in a quarter it was very good. Teachers' planning is good and effective use is made of the national strategies for numeracy and literacy to support good teaching in English and mathematics. Teachers use a good range of teaching techniques and in all lessons make it very clear to children what they are to learn. They are very good at managing lessons and plan carefully so that time is used productively and lessons move at a brisk pace. All teachers have high expectations of behaviour and are positive and encouraging. Work is challenging and this ensures that higher attaining pupils make the progress that they should whilst the support given to lower attaining pupils is particularly effective and enables them to make good progress. Overall, pupils concentrate well which means they get the most out of lessons and take full advantage of the high quality teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and relevant curriculum is provided for all pupils, enhanced by a good range of extra-curricular activities. The clear emphasis on the delivery of literacy and numeracy is good and this contributes to the high standards attained by the end of Key Stage 2.
Provision for pupils with special educational needs	Very good. Pupils who need extra support are identified early and their progress is carefully tracked. Teachers provide work at different levels in the classroom and are ably assisted by learning support staff.
Provision for pupils with English as an additional language	Good. Most pupils who speak another language at home also speak English well; the support given to those beginning to speak English when they start school is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies and religious education make a substantial contribution to pupils' spiritual development. Pupils are helped to know right from wrong and value others from all backgrounds into the school.
How well the school cares for its pupils	Very good. The staff know each pupil as an individual and support and encourage them well. This does much to promote positive attitudes and is helping to raise standards.

There are very good links with parents. Parents are kept well informed about what is taught and the progress their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is very good. The very good ethos created by the headteacher, supported by the whole-school community, supports pupils very well in their learning. Overall, co-ordinators make an effective contribution to learning.
How well the governors fulfil their responsibilities	The governors are actively involved in running the school. All have a clear sense of the school's direction, focussing on improving standards for the school.
The school's evaluation of its performance	The school evaluates its performance well in its development plan and prioritises the areas for improvement. Monitoring of teaching and learning by the headteacher is rigorous.
The strategic use of resources	Educational priorities are supported through very good financial planning. The principles of best value are applied well in order to make optimum use of available funding.

The school is well staffed by suitably trained and experienced teachers. Support staff make an invaluable contribution to pupils' attainment and progress. Although the accommodation is cramped for the number of pupils in some of the classes, teachers make good use of all areas to ensure the delivery of the curriculum. There is a good range of resources to support learning in all subject areas except large outdoor apparatus for the under-fives in the Reception class. This is being addressed.

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 school has a positive effect on children's values and attitudes. • The good behaviour in the school. • The school expects children to work hard and achieve their best. • The ease with which they can approach staff with a question or concern. • The school is well managed, open and welcoming. 	<ul style="list-style-type: none"> • No concerns

The overwhelming response of parents is positive, appreciative and constructive. There were no complaints. There is much support for the school. Inspectors' judgements support the positive comments of the parents, who attended the pre-inspection meeting and the views expressed in the 176 responses to the parents' questionnaire which were returned.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above national expectations at the end of Key Stage 2. All pupils, including those with special educational needs, make good progress.

1. The previous inspection in 1996 found that at the end Key Stage 2, pupils' attainment in English and science was well above national expectations and average in mathematics. In the years following the inspection, standards have improved significantly and in 1999 they were well above average in mathematics and science and high in English when compared with all schools as with similar schools. During the inspection, the pupils' work in Year 6 matched these levels in English and mathematics.
2. Throughout the school, standards in speaking and listening are high, largely due to the frequent opportunities provided in lessons for pupils to develop and practise their skills. Pupils' opinions and ideas are valued and they enjoy discussing their work and answering questions. In an observed Year 1/2 religious education lesson, pupils answered questions clearly and participated happily in class discussions about the needs of a baby. This confidence and ease increases as they progress through the school so that by Year 6 pupils respond well to questioning by the staff. Their speech is clear and confident and they are expected to use an extensive vocabulary when expressing their opinions on the poem 'Block City'. They talk fluently and knowledgeably about poems, and are very keen to reveal their understanding of terms such as: rhyme, beat, rhythm and sequence when critically reviewing the styles of different poets. Throughout the school, teachers expect pupils to reach high standards in their speaking and this is reflected in pupils' confidence when talking about school life. In assembly, also, pupils are accustomed to speaking in front of the whole school. During the literacy hour in the plenary sessions and on other occasions, the pupils' responses show that they have listened carefully and their answers are considered and thoughtful.
3. The pupils enjoy reading and reading skills are well above average by Year 6. By the end of Key Stage 1, pupils read with improving fluency and expression and are beginning to evaluate the books they read with growing confidence. They understand the difference between fiction and non-fiction and use correctly, terms such as 'author', 'illustration' and 'contents'. Most can retell stories they have previously heard and higher attaining pupils make sensible predictions about 'what happens next' when reading a story. Pupils use their secure knowledge of initial letter sounds and familiar words to help with the reading of new words. They are able to self-correct more difficult ones. The home/school partnership and the effective support by learning support assistants in classrooms are successful features of the reading programme providing targeted extra help where it is needed. Pupils' early progress in reading is built upon so that by the time they leave the school at eleven, standards in reading are above national expectations. Pupils acquire a range of reading strategies which enables them to tackle texts of increasing complexity. Most read accurately and fluently with higher attainers reading with intonation and expression. Pupils are able to discuss a book's plot and characters, and can express opinions why they like certain authors and types of stories. High attaining pupils locate accurately information using a table of contents and use sub-headings to find specific information. By the age of seven, in their story writing, most pupils can sequence correctly the events which make it easy for them and others to understand. Capital letters and full stops are used correctly, for example when describing their adventure on a rocking horse linked to the text 'The Horse at Hilly Fields'. By the end of Key Stage 2, most pupils write well in different ways producing for

instance, stories, poems, letters and accounts. Their knowledge of the structure of stories enables them to use paragraphs successfully. Most spell correctly and use words cleverly to create mood and atmosphere in their writing. For example, when giving an account of their visit to the Mary Rose exhibition and when writing about places of interest on the Isle of Wight. Throughout the school, most pupils take time and trouble to present their work neatly. Older pupils draft and redraft to achieve good standards of accuracy and presentation.

4. In mathematics, standards at the end of Key Stage 2 are well above national expectations. Progress through the school is very good. The recent increased focus given to numeracy, the improved planning which now meets the needs of all pupils and higher expectations of what pupils are to attain have had a positive impact on standards. By the end of Key Stage 1, pupils have a secure knowledge of place value to at least 100 and quickly recall addition and subtraction facts to 20. All pupils understand the language of number and apply numerals and other mathematical symbols such as plus and equals signs in a range of different situations. They name and know the properties of two-dimensional shapes such as squares, rectangles, triangles, pentagons and hexagons. They understand which are symmetrical patterns and where to place the line of symmetry. By the end of Key Stage 2, pupils have a good understanding of place value to 1000 and many confidently handle larger numbers to 1000,000. They use the four operations and have a good mental recall of number facts when counting backwards and forwards in threes and fours to 100. Pupils are developing good ways for working things out. For example, most know that counting the squares is an easy way of finding the area or perimeter of simple shapes whilst higher attaining pupils understand and use the formula for this task. Pupils construct and measure angles accurately and have a good understanding of decimal and percentages. Numeracy is used satisfactorily across the curriculum.
5. Pupils with special educational needs attain levels set out in their individual education plans. This is due to the effective and sensitive support from teachers and other staff. As a result, these pupils make very good progress. This is reflected in their reviews, in their class work and in their success against the targets set. Pupils' needs are identified early, they are set clear and appropriate targets for improvement and have individual programmes of work which are well matched to their learning needs. All staff working in the school are aware of the need to implement the pupils' individual programmes of work focussed mainly on literacy and numeracy. Small group sessions are used effectively in helping the pupils to improve their learning skills. The school is committed to meeting the needs of all pupils as can be seen in the close collaboration between staff at all levels, by the high financial investment in support staff and by the successful outcomes.

High quality teaching means pupils have a positive attitude to learning, make good progress and achieve high standards.

6. This very good quality teaching has a positive effect on pupils' learning in all stages of their education and ensures that they make good progress.
7. The quality of teaching for the under fives in both the Nursery and Year R classes is very good and prepares children well for work in the National Curriculum subjects when they move to Key Stage 1. This was well demonstrated in the Reception class where children who had only been in school for a few days listened attentively to the story of 'Mr Big'. They worked well on their individual task and with sensitive encouragement, accurately recalled and recorded the reason why Mr Big was not allowed to go on the slide. During the session, there were many opportunities for children to learn and use

new vocabulary and practise their literacy skills. The lesson ended with a high quality discussion, where the teacher asked demanding questions in order to assess the extent of the children's understanding.

8. This very good quality teaching is maintained through Key Stages 1 and 2, particularly in literacy but also in numeracy and physical education. One of the main strengths of the teaching is the good knowledge and understanding teachers have of the subjects they teach. This enables them to teach with confidence and enthusiasm, answer pupils' questions correctly and help them to learn effectively. This was superbly demonstrated in a Year 6 literacy lesson on poetry where the teacher's very good subject knowledge and questioning technique led to pupils making very good progress during the lesson. A major contributing factor to the large proportion of good and very good teaching seen is the teachers' high expectations. Across the school, teachers expect the pupils to work hard and behave well and pupils respond to these expectations. Challenging work is planned and implemented in the teaching. This was evident in the Year 1/2 class where pupils were involved in a variety of activities relating to the story "Goldilocks and the Three Bears'. Younger, lower attaining pupils worked with the learning support assistant to write and draw reasons why Goldilocks was wrong to go into the bears' house whilst older pupils wrote a letter to the bears saying they were sorry. This lesson provided many opportunities for pupils to think for themselves; they had to make their own decisions, some working independently, some co-operating in groups at the computer – and all purposefully engaged throughout.
9. All teachers share the main objectives for the lesson with pupils, writing these on the board and discussing them so that pupils know what they have to do. Classroom management is effective, and all teachers manage the large classes extremely well. This was well demonstrated during a successful literacy lesson in Year 4 and the geography lesson in Year 3. The teachers' quiet manner was very effective in promoting a calm and purposeful working atmosphere which enabled all pupils to concentrate and learn well. As a result, pupils made good progress in identifying adjectives, learnt about how descriptive language can create different moods whilst in geography, they understood that England is part of Europe. All teachers treat their pupils with respect and, in return, are respected by their pupils who are eager to learn and do their best. For example, in a physical education lesson in which pupils were practising ball skills, the teacher had very high expectations of behaviour. The pupils responded accordingly by working extremely hard to improve their skills and were very proud of their efforts.
10. Throughout the school, teachers make particularly good use of learning support assistants in classrooms, involving them fully in lessons so that pupils have constant contact and help from adults. This enables pupils to seek advice and develop confidence in their own abilities.
11. Pupils learn well in both key stages. They are interested in their work and strive to do well. They put a great deal of effort into achieving the best results they can and even the youngest pupils are able to work independently. This was abundantly clear in a Year R literacy lesson where all pupils gave of their best and made very good progress in the course of the lesson.

Very good leadership ensures that the school clearly knows what it needs to do to improve, and uses the resources at its disposal very effectively and efficiently.

12. The headteacher leads the school very effectively and this has a positive effect on the good quality of education provided and the very good standards attained. She has a clear vision for the development of the school and the necessary management skills to bring this vision to reality. For example, she has recognised the need to raise standards in information technology across the school and has allocated additional resources to provide better facilities.
13. All involved in the school are seeking improvements. The headteacher, staff, governors and parents co-operate in the decision-making process and are involved in drawing up and updating the good school development plan. These identified priorities strongly reflect the school's circumstances and needs. The school uses its strategic resources very well and educational priorities are well supported through very effective financial planning.
14. Well-established systems exist for monitoring the quality of teaching and learning and there is a strong sense of partnership in sharing and analysing information to improve teaching and learning. Since the last inspection, the school has worked hard, with a good degree of success, to enhance the role of co-ordinators who are now more involved in leading and evaluating key developments. For example, both the literacy and the numeracy co-ordinators have successfully managed the implementation of the new teaching strategies in these two areas. The result is that teachers are now confident in teaching literacy and numeracy and that teaching in these areas is of a consistently good quality.
15. The governing body very effectively fulfils its responsibilities. Governors have a very good understanding of their roles and responsibilities and share the headteacher's determination to ensure the highest standards. They are fully aware of the good results the school achieves and how well these compare with similar schools but they show no sign of complacency. Governors work hard on the school's behalf and keep themselves well informed. They each have assigned areas of the curriculum to monitor and they regularly report back to the governing body on how well these subject areas are developing. Hence, all governors have a clear view of the school's strengths and the areas needing development. Overall, governors make a substantial contribution to shaping the direction of the school.

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

16. Holy Cross School promotes very successfully the spiritual, moral and social development of its pupils from the time that they start school and this makes a significant contribution to the very good ethos of the school.
17. Provision for pupils' spiritual development is very good. The school provides pupils with knowledge and insight into values and beliefs through assemblies and the planning and implementation of the Diocesan recommended syllabus for religious education. Assemblies take place in a calm and respectful atmosphere and offer pupils good opportunities to join in prayer and reflect on their own beliefs. All of the pupils observe prayers respectfully with pupils themselves making contributions to the prayers. The Catholic ethos is evident throughout the school and prayers at transition times are taken sensitively with due reverence and provide brief moments for reflection. Pupils sing in all assemblies and hymn singing is enthusiastic. This, and the words of the chosen songs, further enhance the opportunities for spiritual development. The assemblies taken by

the headteacher and the new deputy headteacher were very effective and helped to create a strong corporate feeling. Weekly sharing assemblies contain elements of recognition and celebration of good work which are uplifting and motivational. The school has very strong links with the local church and the local parish priest regularly leads and takes part in pupils' worship. In the curriculum, religious education, the use of art, music and drama contribute to pupils' spiritual development.

18. Provision for pupils' moral development is very good and parents rightly attach great value to the high standards of behaviour achieved by the school. All adults in the school act as valuable role models and children learn from their earliest days in the school what is acceptable behaviour and what is not. They learn when it is necessary to listen attentively, as at story time or in assembly, and when it is appropriate to talk and ask questions. The behaviour policy is fully and consistently implemented and there is an appropriate system of rewards which encourages positive behaviour. The supportive ethos and caring staff ensure that pupils take responsibility for, and develop an understanding of the consequences of their own actions. For example, they know that their names would be recorded in the disappointment book if school rules are not obeyed. All pupils are valued as individuals and treated fairly and equally, setting a standard for their peer relationship. Mutual respect is evident from the way in which pupils throughout the school are able to take turns in discussion, listening to the views of others. A good example of this was in the Year 6 literacy sessions where pupils showed good sensitivity to the views of others when critically discussing poems. In addition to developing moral values through their day-to-day life in the school, pupils often take the initiative in trying to help others in less fortunate circumstances and have successfully raised funds for different charities such as NSPCC, The Catholic Children's Society and flood victims in Mozambique.
19. Provision for the social development of pupils is very good and pupils of all social and ethnic backgrounds work and play together as a matter of course. From Nursery upwards children are taught to respect each other and value the contributions made by others in school life. The very good relationships in the school indicate how well the pupils work together in the school. Informally, the pupils effectively help the younger pupils and those who need extra help and support and pupils with special educational needs are well integrated into classes. The school has a programme for personal and social education and pupils are well prepared for citizenship. Opportunities are provided for pupils to work co-operatively in many subjects such as literacy, science and physical education. All pupils take turns in helping with routine classroom tasks. They are encouraged from the beginning to take responsibility for their belongings and equipment and to share in putting things away in their proper place. Year 5 pupils are given opportunities to act as librarians and pupils in Year 6 show visitors around the school and take responsibility for putting away chairs, help with lunch-time arrangements, organise the bell rota and dinner registers. Older children in Key Stage 2 also serve Mass in the church. The school provides many extra-curricular activities, such as football, gymnastics, netball and choir, which are well supported and greatly enhance pupils' social development. Social development is also effectively promoted in the many visits that are organised to support pupils' learning. The extended school field trip every year provide older pupils with an invaluable experience to develop their social skills and to take greater responsibility for their own actions in co-operation with others.

Pupils' behaviour is exemplary, they have very good relationships with their teachers and with each other; all pupils are highly motivated to learn.

20. Holy Cross is a harmonious community and pupils enjoy their work. They are keen, attentive and enthusiastic and from the earliest stage, children in the Nursery and

Reception classes develop good work habits. They have learned the importance of classroom routines such as lining up, listening quietly to the teacher, putting their hands up when they want to contribute to class discussion and concentrate when working. This was well demonstrated during the literacy session in YR where children who had only recently started school sustained concentration impressively throughout the session.

21. In Key Stages 1 and 2, pupils' attitudes to learning are very good. They come into class ready to work and as a result, lessons begin promptly and proceed at a brisk pace so that much learning is covered. During lesson introductions and discussions, pupils show interest and enthusiasm, asking and answering questions confidently. They take their work seriously and know that they have to make an effort to progress. When they start their individual tasks they work with good application and real concentration, almost in silence, although this was not demanded by the teacher. Pupils help and support each other in lessons without fuss, concentrating on the task in hand. In a Year 5 science lesson, pupils worked together in small groups investigating which materials were better conductors of electricity. Their behaviour and relationships were very good. Boys and girls collaborated very well, asking each other sensible questions and showing very good social skills. This is one of many such examples. Pupils in Year 6 have very good work habits. They respond well to the school's expectations of high achievement and take a real pride in the presentation of their work. Overall, by the time pupils leave the school, they are well prepared to benefit from the next stage in their education and are a real credit to themselves, their parents and the school.
22. Parents are very pleased with pupils' behaviour. Behaviour is outstanding in lessons and in and around the school, yet the atmosphere is relaxed but purposeful. Pupils behave well as a matter of course during lessons, and this enables teachers to get on and teach, bring pupils to order or gain their attention and as a result, little time is wasted. When asked, pupils say they enjoy school. They are very clear about the school's rules for behaviour and know what to do in the rare instances of bullying. Older pupils found it hard to think of ways in which school life could be improved for them. They are very proud of their school.
23. Relationships at all levels are very strong and this is evident at all times. Pupils show respect for all adults. They in turn are treated with respect by adults who provide good role models. The effective intervention in pupils' learning is frequently determined by the good knowledge that teachers have of their pupils through these well established relationships. Excellent relationships provide the security pupils need to ask questions and explore ideas, for example when discussing the needs of a baby in religious education. When they answer questions or express their opinions they do so confidently knowing that whatever they say, whether right or wrong, they will be listened to and valued. This same courtesy is extended to others and this was evident in a Y1/2 literacy session where pupils listened respectfully to each other's reasons when discussing Goldilocks' behaviour in the story of 'Goldilocks and the Three Bears'.
24. Pupils get on with each other and this is demonstrated as they work together on set tasks and play together outside. They are very polite and helpful to adults and look after the property, equipment and resources well. Pupils with special educational needs and those learning English are very well integrated, reflecting the strong ethos of equal opportunities in the school.

Parents are very supportive of their school and are very satisfied with the education it provides.

25. The positive features found at the time of the previous inspection have been maintained and some have been further developed. Analysis of the questionnaires and responses at the parents' meeting show that parents and carers are very supportive of the school. They consider it to be a very caring school that provides well for their children. They are comfortable approaching the school when they have worries or concerns and are very happy with the quality of teaching and the standards achieved. They feel that the school works closely with them, keeping them informed about events and activities, and the progress made by their children. Parents have been invited to respond to particular school issues via questionnaires and consultation, for example the new behaviour policy.
26. The school has very good links with parents that enable them to participate in their children's learning and progress. For example, parents of pupils with special educational needs and those who receive support for English as an additional language meet regularly with the school to ensure their wishes are taken into account. Parents of new pupils are given very good advice on starting and joining school and as a result, children settle quickly into their new surroundings. There are regular opportunities, formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher makes herself available at any time to meet with parents, and teachers are happy to meet with them informally before or after school.
27. The school provides very good quality information to parents. The school prospectus is a comprehensive and informative document that gives very clear guidance to parents. Regular newsletters to parents provide good information on the work pupils are doing and on school events. They are supported by meetings to explain curriculum matters, such as the National Literacy and Numeracy Strategies, whenever appropriate. The quality of pupils' annual reports to parents has improved. They now meet reporting requirements, give good, clear information in a readable manner on their children's attainment and progress and with clear indications of areas for improvement. Parents find them useful and informative. Homework activities are set regularly so that parents can become effective partners in their child's learning.
28. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work. Those able to help in school are used well. The direct involvement of parents and other volunteers in the work of the school makes a very positive contribution to pupils' learning. There is very good involvement of parents and pupils in social and fund raising activities. A well organised and committed Parent and Teachers' Association provides financial support to the school to purchase books and other learning resources that are much appreciated by the school.

WHAT COULD BE IMPROVED

The current system of monitoring of provision for under fives does not ensure that all children experience the wide range of activities on offer.

29. Although the staff know the children extremely well and maintain some records of the activities they take part in, monitoring of individual children's experiences is not always sufficiently rigorous. The present system makes it difficult to ensure that all children have experienced the activities planned to meet the specific learning outcomes and as a result, some opportunities for learning are lost. Adults in the Nursery target individual children for observations each week and detailed records are maintained. In the

Reception class, records are sometimes kept for children who have taken part in the adult directed activities but there is no systematic method of recording children's use of, and progress in the different areas, for example, the sand and water tray, home corner or large-wheeled toys. Whilst in both classes many informal observations are made and some are written down, it is difficult for staff to always remember which children have had experience of the activities planned. This is essential in order to make sure that children have a suitable balance of activities and that they build on what they already know. Consequently, staff cannot always plan work to build on earlier learning or to make sure that all children always make the best possible progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school is functioning very well but in order to build upon the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff, in co-operation with the local education authority, should:

Further improve the quality of provision for children under five by:

- reviewing the current assessment procedures to ensure that all children experience fully the activities planned for them. [para 29]

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
0	24	53	24	0	0	0

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

Information about the school's pupils		
Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	244
Number of full-time pupils eligible for free school meals		20
<i>FTE means full-time equivalent.</i>		
Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	2	46
English as an additional language	No of pupils	
Number of pupils with English as an additional language	62	
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	3	

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.03
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
		1999	16	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	18	18	19
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97	97	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	14
	Girls	19	19	16
	Total	35	35	30
Percentage of pupils at NC level 2 or above	School	100	100	86
	National	82	86	87

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
		1999	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	16
	Girls	16	16	16
	Total	32	30	32
Percentage of pupils at NC level 4 or above	School	97	91	97
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	16
	Girls	16	16	16
	Total	28	29	32
Percentage of pupils at NC level 4 or above	School	85	88	97
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	18
Black – African heritage	30
Black – other	9
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	125
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	1
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	30.5
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	104

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.0

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

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	692389
Total expenditure	601434
Expenditure per pupil	2103
Balance brought forward from previous year	0
Balance carried forward to next year	90955

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	1
My child is making good progress in school.	58	39	2	0	2
Behaviour in the school is good.	60	37	2	0	2
My child gets the right amount of work to do at home.	42	37	14	1	6
The teaching is good.	72	26	1	0	2
I am kept well informed about how my child is getting on.	57	35	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	3	0	2
The school expects my child to work hard and achieve his or her best.	75	23	0	0	2
The school works closely with parents.	59	32	5	0	4
The school is well led and managed.	72	27	0	0	2
The school is helping my child become mature and responsible.	60	38	1	0	2
The school provides an interesting range of activities outside lessons.	26	39	25	1	9