

INSPECTION REPORT

SACRED HEART PRIMARY SCHOOL

Moreton

LEA area: Wirral

Unique reference number: 105074

Headteacher: Mr Paul Freeman

Reporting inspector: Mrs Joyce Cox

25074

Dates of inspection: 8th - 9th May 2002

Inspection number: 230857

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Danger Lane
Moreton
Wirral

Postcode: CH46 8UG

Telephone number: 0151-677-1091

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Appropriate authority: Governing body

Name of chair of governors: Rev Canon Hoban

Date of previous inspection: 24th - 28th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Primary School is a large Catholic voluntary aided school in the town of Moreton. It serves the Catholic community in the wider Moreton area. Most pupils who attend the school live locally and come from a mixture of private and local authority housing. The school provides education for 345 pupils aged between four and eleven and part time education for 38 children who attend the nursery class. Almost all the pupils are white and speak English as their first language. About 23 per cent of pupils are eligible for free school meals which is broadly average when compared to other primary schools. Some 11 per cent of pupils have special educational needs which is below the national average as is the percentage (0.8 per cent) with statements of special educational need. Children are admitted into the reception classes in the September of the school year in which they become five. On entry to the school there is a wide range of ability, but attainment is generally average. The school is very popular and full in most year groups. In 2000 it achieved Beacon School status in recognition of its outstanding work on school self-evaluation. The school also gained 'Achievement Awards' for its results in national tests in 2000 and 2001.

HOW GOOD THE SCHOOL IS

Sacred Heart is an excellent school with many outstanding features, for instance the high quality of teaching and pupils' excellent behaviour and very good attitudes to their work. The school is extremely popular and parents are very pleased with the high standard of education their children receive. Pupils enjoy school and find learning exciting and interesting. They consistently achieve high standards in national tests at seven and eleven years of age. The ethos is very calm, caring and supportive and pupils of all abilities receive a high quality education. The excellent leadership provided by the headteacher and deputy ensures that all staff are fully involved in the very impressive work on school self-evaluation. The school critically examines all aspects of its work and strives constantly to improve. It provides excellent value for money.

What the school does well

- It helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are seven and eleven years of age.
- It has an outstanding self-evaluation programme, which makes excellent use of the results of tests and assessments to set targets for pupil improvement.
- It provides high standards of teaching. Teachers are very hard working, enthusiastic and work well as a team. They have high expectations of what pupils can achieve and give plenty of praise to encourage them to do well. Pupils say, 'We like our teachers and they respect us. If we don't know how to do something, they will always help us.'
- It has an excellent ethos based on Catholic values. It emphasises the importance of care, courtesy and commitment and helps pupils to believe in their ability. There are excellent relationships between pupils and staff. Pupils enjoy school very much and are extremely well behaved.
- The headteacher and deputy headteacher provide excellent leadership and management. They form a very effective partnership. The headteacher provides clear educational direction and a determination to improve the school still further. The deputy headteacher gives excellent support and his teaching provides an outstanding example to others. Staff provide excellent support in managing areas of responsibility and subjects.

There are no key issues for the school to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997, when it was judged to provide excellent value for money. Since then it has achieved the difficult task of maintaining very high standards in tests for pupils at seven and eleven years of age. There were no key issues to address but the school has successfully dealt with some concerns in the previous report such as the lack of large outdoor play equipment for children in the Foundation Stage. Considerable improvements have also taken place in areas that were not weaknesses during the last inspection. Provision for information and communication technology (ICT) has improved even further and is used very effectively in all subjects. The school has successfully developed ways to critically examine all aspects of its work in order to improve teaching and learning and to raise standards of attainment for all pupils. The quality of this work was of such a high standard that the school received Beacon School Status in 2000 and shares its outstanding methods with many local schools. The school still provides excellent value for money and is in a very strong position to continue to improve its work even further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	A
Mathematics	A	A	A	A
Science	A	A	B	A

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

The school has managed the difficult task of maintaining high standards over a lengthy period at the end of both key stages. Results for seven-year-old pupils in reading and writing, in comparison with those in all schools in the country, have been consistently above or well above average since 1998. Pupils' attainment in mathematics has been slightly lower but baseline information indicates that children's early mathematical ability is lower than their language skills on entry to the school. Eleven-year-old pupils achieve well above average standards in mathematics indicating very good progress from the age of seven. Results in English and science were above average when compared to all pupils and well above those of pupils in similar schools. There were a significant number of pupils with language difficulties taking the 2001 tests so results were still very impressive in English and science. The school has not been content to let things stand still. The percentage of pupils attaining the higher Level 5 in Year 6 has continued to rise since 1997 and the school sets itself increasingly higher targets for pupils to achieve each year. These results show that the school helps pupils of all abilities to achieve their very best standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils say, 'This is a good school and we are proud of it.' They look forward to their lessons and work extremely hard. They admire, trust and respect the adults who work with them.
Behaviour, in and out of classrooms	Excellent. Pupils are polite, friendly and courteous to each other and to all adults. They are very well behaved in lessons and around the school

	at other times such as playtimes and lunchtimes.
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Personal development and relationships	Relationships are excellent. Pupils say. 'We look out for each other in this school. The teachers really care about us.' There is scope for pupils to be more involved in commenting on aspects of school life.
Attendance	Attendance rates are below average despite the efforts of the school to improve them. Some parents take holidays during term time. Punctuality is very good.

TEACHING AND LEARNING

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

The quality of teaching throughout the school is high and has a major impact on pupils' attitudes to learning and to the progress they make. Twenty-one lessons were observed. Ninety per cent were good or better. Thirty three per cent were very good and fourteen per cent were excellent. This is teaching of a high calibre. The majority of teaching in literacy and numeracy is consistently very good or excellent and has a significant impact on the attainment of all pupils. The school's arrangements for teaching literacy and numeracy to pupils in Years 3 to 6 who are grouped by ability are very effective and enable them to achieve their best standards. There is a real team spirit amongst the staff and they support each other very well, both professionally and personally. Teachers have very high expectations of what pupils can do and they make their lessons interesting, exciting and challenging. They are always positive in what they say and do. They use praise extremely well to make pupils proud of what they have achieved and to encourage them to do even better. Classroom assistants provide invaluable help in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school plans a wide range of subjects that pupils say are "interesting and enjoyable especially ICT and PE!" There are good links between subjects. Excellent use is made of ICT in a range of different subjects.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified early and they have good support to help them make progress. They learn to believe that they can do well in their work.
Provision for pupils with English as an additional language	There are only two pupils who have English as an additional language. They are bilingual and make very good progress in all subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school nurtures spiritual growth exceptionally well. The provision for moral and social development is very strong. Staff are excellent role models and pupils develop a mature understanding of right and wrong. There are many opportunities for pupils to appreciate a wide range of music and art as well as exploring the multicultural aspects of our society.

How well the school cares for its pupils	Excellent. The school cares very well for all pupils. It places considerable importance on creating a calm, caring and purposeful atmosphere. Pupils agree and even the youngest children are very aware of 'The 3 Cs: Courtesy, Care and Commitment.' There are outstanding systems for assessing and monitoring how well pupils do in their work.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and deputy headteacher form a highly effective partnership. The headteacher places strong emphasis on a consultative style of leadership, which involves and values all staff. The deputy headteacher gives excellent support in his management role and is also an outstanding classroom practitioner. The senior management team, subject co-ordinators and indeed all staff work very hard to take responsibility for playing a very positive part in the running of the school.
How well the governors fulfil their responsibilities	Governors ensure that all statutory requirements are met and support the school in all its work. They are kept fully informed by the headteacher but their role in assessing, monitoring and evaluating certain aspects of the school is currently underdeveloped.
The school's evaluation of its performance	Excellent. The school looks very critically at all aspects of its work through its school self evaluation model and strives constantly to improve even further.
The strategic use of resources	Very Good. Despite having considerable staff absences (six maternity leaves) in the last two years the school has managed to provide pupils with an excellent standard of education. The school always seeks 'best value' in its spending decisions by questioning what it does and ensuring that money is spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Most parents say that their children like school and that they become mature and responsible there. Almost all parents agree that pupils' behaviour is good and that the school expects pupils to work hard and do their best. Almost all parents agree that their children make good progress and that teaching is good. 	<ul style="list-style-type: none"> Some parents would like more activities outside lessons.

Almost three-quarters of parents returned the questionnaire. The most significant features of the replies are listed above. Twelve parents attended a meeting with the registered inspector and lay inspector. This was a very positive meeting and one parent commented, 'This has always been a very good school.' The inspection team agrees wholeheartedly with parents' positive comments. The inspection team disagrees that more opportunities outside lessons should be provided. In the opinion of the inspectors, staff work

extremely hard to provide a very good range of extra-curricular activities to make the curriculum even more interesting and exciting.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are seven and eleven years of age.

1. Children's attainment when they start school shows a wide range of ability. Early assessments in writing reveal very similar standards to those of many children at the same age starting in schools in the local education authority. Children's ability in mathematics and reading when they start school is below the local authority average. All children make at least good progress in the nursery and reception classes so that by the time they start in Year 1 they have attained the expected standard for children of this age.

2. The school makes very good provision for pupils of all abilities. It sets out to make the most of pupils' interests, talents and abilities and to compensate for those who find learning more difficult. There is very good evidence that work at Sacred Heart builds quickly, logically and progressively from year to year on what pupils know and can do. Its outstanding targeting and monitoring systems ensure that pupils' rates of progress are maintained from the time they start school until they leave.

3. The results of last year's tests and assessments for seven-year-old pupils were slightly lower than previous years. This is because there were more pupils on the school's register of special educational need than usual. Nevertheless pupils achieved average results in reading, above average results in writing and below average results in mathematics. When compared to pupils in similar schools, results were well above in reading and writing and average in mathematics indicating good progress from when they started school. Previous years' results in reading and writing have been consistently well above all schools nationally indicating very good progress. The school is very aware of the slightly lower achievement in mathematics and useful action plans have been devised to raise pupils' attainment.

4. In the 2001 tests for eleven-year-olds, results were above average in English and science and well above average in mathematics. Results were not quite as good in English and science as the two previous years because there were more pupils on the school's register of special educational need than usual. The school has an impressive pattern of very high achievement in national tests for Year 6 pupils. Since 1998 results have only been lower than above average on one occasion, in science in 1998. Usually results in English, mathematics and science are well above all schools nationally. In comparison with those in similar schools, results were well above average in all three subjects indicating very good progress.

5. The school has developed excellent systems that help it to identify pupils' strengths and weaknesses and then plan work that is challenging, as well as identifying where additional support should be provided. It has become skilled at using a wealth of data extremely effectively in tracking the progress of groups of pupils and of individual pupils. It sets targets for them that are achievable yet challenging, in order to maintain the high standards that have been apparent at both key stages over the past four years.

6. Ninety-six per cent of parents in their questionnaires agree that their children make good progress at school. The view of the inspection team is that the great majority of pupils make very good progress from starting in the nursery to leaving in Year 6.

The school has an outstanding self-evaluation programme, which makes excellent use of the results of tests and assessments to set targets for pupil improvement.

7. At the time of the last inspection, the school was at an early stage of developing a 'Self-Evaluation Model' which would successfully assess, analyse and evaluate the work of the school. Considerable time and effort has resulted in the development of a highly effective model, which ensures that all areas of school policy influence the school development plan through rigorous assessment, analysis and evaluation. All aspects of school life are scrutinised, particularly those affecting teaching and learning. The outstanding leadership ensures that all staff are fully involved in raising standards through a shared understanding and systematic review of performance. There is excellent assessment of the standards achieved in each year group and a clear diagnosis of what improvements are needed. This intelligent and focused leadership ensures that all teaching staff are very aware of the part they play in the overall achievements of all the pupils.

8. The review is based on a four-year cycle and the leadership team have developed a manageable timetable so that all staff know which areas are to be evaluated. The self-evaluation model provides an accurate assessment of the quality of standards in each year group with a clear and achievable diagnosis of what has to be done to develop certain aspects. Staff say that they feel very comfortable with the model as they knew 'exactly what was coming up and what they had to do.' Co-ordinators have a very clear picture of their subjects and work very hard to produce detailed annual action plans to improve subjects even further. The fact that the school has managed to complete its evaluation cycle despite having had six maternity leaves in the last two years is very impressive and a tribute to the dedication and commitment of all staff.

9. The deputy headteacher has spearheaded the outstanding work on data analysis, which is a crucial section of the evaluation model. He has considerable ICT expertise, which is used very effectively, not only at Sacred Heart but also by other local primary schools. The school has produced a comprehensive document, which is in effect 'a blue print' for school self-evaluation. It is accompanied by an excellent assessment toolkit, which contains three 'Excel' programs designed to support data analysis in schools.

10. This detailed data analysis enables all staff to monitor pupils' progress and to predict pupils' attainment at the ages of seven and eleven. It usefully identifies when attainment might not be as high as in previous years due perhaps to more pupils having special educational needs. Teachers collect a wide range of evidence from pupils to monitor how well they are doing. They assess the work against fixed National Curriculum criteria so that they can be absolutely precise about how well pupils are attaining compared with pupils nationally at the same age. This analysis clearly indicates that all pupils are achieving the highest levels they can and doing as well as they can. The school is never complacent and targets for pupils' achievements in national tests are challenging but realistic being based on a thorough and accurate knowledge of pupils' abilities.

The school provides high standards of teaching. Teachers are very hard working, enthusiastic and work well as a team. They have high expectations of what pupils can achieve and give plenty of praise to encourage them to do well. Pupils say, "We like our teachers and they respect us. If we don't know how to do something, they will always help us."

11. In their pre-inspection questionnaires almost all parents (97 per cent) indicated that they felt that teaching is good at Sacred Heart. In the last few years there has been significant staff absence due to maternity leaves. Nevertheless, all teachers are very committed to the

success of the school. Despite staff changes the quality of teaching is consistently good and often very good or excellent. This reflects the hard work that the senior staff has put into monitoring teaching and improving its quality. In addition, the school's programme of self-evaluation has been completed which is a credit to all involved. Pupils clearly like and respect their teachers and know that the feeling is mutual. It is one reason why they like coming to school.

12. Teaching was good or better in 90 per cent of all lessons seen during the inspection. It was at least very good in seven lessons (33 per cent) and excellent in three lessons (14 per cent) Teaching is of an exceptionally high quality in Year 6. The quality of teaching in this inspection is much better than it was in the previous inspection, although fewer lessons were observed in the current inspection.

13. Many of the teaching strengths identified in the previous inspection are still apparent, for example the teachers' organisation and excellent planning. Major improvements noted in this inspection are in the high level of challenge to pupils' work and teachers' expectations of what can be achieved. Teachers are very good at planning work that is at just the right level of difficulty but challenging enough to make sure that pupils learn and make very good progress. Pupils are invariably engrossed during lessons, time passes very quickly and they learn a great deal. Teachers' high expectations of pupils were a constant and significant feature of teaching during this inspection and play a major part in the high standards that pupils achieve. In an excellent numeracy lesson the teacher says, "We have got a lot to get through," and "I expect everyone to complete this work by the end of the lesson." Work sampling indicates teachers' high expectations and challenge since much of the Year 6 science and mathematics work is of a very high standard and contains work normally covered by secondary aged pupils.

14. One of the outstanding features is the teachers' positive and enthusiastic approach, which they pass on to their pupils and which really makes them sit up and listen. During the inspection, Year 2 pupils were excited and fascinated at the prospect of planting different types of seeds in various conditions. Not one pupil mentioned being 'bored' in lessons. The lessons have a clear start and there is a definite expectation from teachers and pupils that learning will take place. Teachers are very good at making sure that pupils know what they are expected to learn. This 'intended learning objective' is often written on the board at the beginning of the lesson and focuses pupils' attention so that they know what to expect. Humour is used very effectively to interest and inspire pupils. For instance, a Year 2 teacher when demonstrating the meaning of 'alliteration' says, "follow my instructions: Please pop pencils in pots promptly." Pupils laughed and responded accordingly.

15. Teachers' use of praise is outstanding and, in addition to their excellent relationships with pupils, makes for a climate of purposeful learning. Teachers use comments such as, "Yes, that's very good. I knew you could do it." Teachers value and respect all pupils. This was very evident in a reception class where the teacher and other children listened very sensitively to a pupil with communication difficulties. All pupils feel able to offer answers and know that they do not always have to be 'right.' Pupils take risks, offering ideas and suggestions and are confident and comfortable enough with their teachers when they do not understand or are not completely sure. Year 6 pupils say, "Teachers always explain things to us, they show us short cuts to problems too."

16. During the course of lessons teachers demonstrated how good they are at asking questions to find out whether pupils understand what has been taught, and to challenge them to extend their thinking whenever possible. This form of 'on-going assessment' by teachers has many benefits. For example, if the pupils' answers indicate that they understand the lesson, the teacher can quickly move on. If their answers show some misunderstanding the

teacher knows that more revision is needed. Pupils cannot 'sit back' and hope they will not be involved in answering. As one teacher said to the whole class, 'Right, someone who hasn't answered yet to reply please.'

17. Teachers use resources extremely well to capture pupils' interest and imagination. This was another strength of their teaching. In many lessons the use of well-designed work sheets, specifically and attractively made for a lesson has a positive impact on the range of work that pupils do and the progress they make. Nursery children enjoy using clothes and props to role-play the story of *Goldilocks and the Three Bears*. Children in the reception classes skilfully and confidently use printed numbers arranged in the shape of a fan to respond to computation questions.

18. Many teachers use overhead projectors to make lesson introductions clear and interesting. The use of ICT to support their teaching is excellent. For instance, in an outstanding Year 6 literacy lesson, pupils demonstrated how proficient they are at using the computer to present and edit their stories in the 'genre of James Bond.' One pupil's opening paragraph epitomises how well the whole class have learnt to write in the style of Ian Fleming as a result of this inspirational teaching: 'Bond ran across the dam swiftly, hoping not to get spotted by the Russian soldiers. He was trying to complete an important mission. M had said that failure was not an option.'

The school has an excellent ethos based on Catholic values. It emphasises the importance of care, courtesy and commitment and helps pupils to believe in their ability. There are excellent relationships between pupils and staff. Pupils enjoy school very much and are extremely well behaved.

19. Almost all parents (97 per cent) think that the school helps their children to become mature and responsible. The positive attitudes of the pupils and the excellent relationships that exist within the school are obvious strengths and were identified in the previous report. Pupils talk enthusiastically about Sacred Heart. Pupils of all ages agree that it is a 'good school' and they are very proud of it. They have a real desire to do their best. Their willingness to listen carefully in lessons, to start work promptly and concentrate and work hard means that no time is wasted in lessons. In over 90 per cent of lessons observed, pupils' attitudes and behaviour were very good or excellent. In the remainder they were good. There is a 'reverence' for learning, which is extremely impressive. Pupils bring positive and conscientious attitudes to their work and carry out tasks sensibly and thoughtfully.

20. One of the older pupils described the 'ethos' of the school as, "warm and caring, you come in and straight away you know you're welcome." The school ethos has a definite impact on what pupils do and how they do it. In short, it helps them to learn effectively. There is a really positive atmosphere where learning is valued. The two entrance halls are bright, and welcoming and filled with excellent displays of pupils' work. All staff are genuinely interested in pupils' learning and their progress. Pupils feel that they get on well with each other and that it is important that they listen to each other's ideas and opinions in lessons. Not once was any pupil heard to say that they did not want to work with another. These excellent relationships are very important and play a positive part in pupils' daily work. There is scope for the school to build on this to devise ways in which pupils' ideas and suggestions can be aired. Pupils are very involved in the academic side of school life, being very aware of their achievements in lessons and they know exactly what they have to do to improve their work. However, many pupils were not clear whom to approach if they had a suggestion about how to improve aspects of school life.

21. The code of conduct based on the principles of 'Care, Courtesy and Commitment' is very apparent in all the school's work. Pupils are well aware that, as theirs is a Catholic school, there is a slightly different emphasis placed on the importance of treating others well. They understand that this is based on the Christian faith. Pupils know the importance of getting on well together. All pupils said they had never experienced bullying, but knew what to do should it arise.

22. Older pupils felt that the school helps them to 'become more Catholic'. They say they enjoy the assemblies and participating in the Mass. One pupil, when describing the various uses of the hall writes, 'The hall is also used for Mass. At this point it has a gentle, calm, soothing, peaceful atmosphere.' Music is used particularly well in assemblies to set the tone for quiet reflection and contemplation. The quality of singing is outstanding. Pupils demonstrate that they can sing a wide range of hymns whether it is a lively Communion hymn or a more sombre psalm such as 'Do not be afraid.' They especially enjoy the deputy head's lively and skilful guitar accompaniment.

23. Almost all parents agreed that behaviour is good and this was commented on positively at the pre-inspection meeting. Throughout the inspection, inspectors found the pupils to be extremely well behaved, polite and welcoming. Their behaviour in lessons, in assemblies and at lunchtimes was often excellent. The calm, quiet and respectful manner in which all pupils enter the hall for assemblies and for the Mass is very impressive.

The headteacher and deputy headteacher provide excellent leadership and management. They form a very effective partnership. The headteacher provides clear educational direction and a determination to improve the school still further. The deputy headteacher gives excellent support and his teaching provides an outstanding example to others. Staff provide excellent support in managing areas of responsibility and subjects.

24. Ninety-two per cent of parents agree that the school is well managed and led.

25. The impact of the excellent leadership and management from the headteacher and the deputy headteacher is evident from the school's results in national tests and the headteacher's ability to maintain those results since his appointment two years ago. In the last two years the school has received Beacon School status for its outstanding work on self-evaluation. The school's self-evaluation model empowers all staff to be completely involved in raising standards.

26. The headteacher and deputy headteacher form an extremely effective partnership, identifying priorities and making policy decisions. The headteacher, since his appointment, has introduced thorough and purposeful monitoring of lessons. This has had a positive impact on improving standards of teaching and is now firmly embedded as good practice throughout the school. Since his appointment, the headteacher has wisely and sensitively built on the best practices of what has always been a successful school. Parents, staff and governors feel that he has introduced 'a more relaxed and supportive ethos, where everyone is valued and consulted'.

27. The deputy headteacher is an outstanding classroom practitioner. All his lessons during the inspection were judged to be excellent. He is extremely talented in many areas; for instance his dedicated and painstaking work on data analysis, his outstanding expertise and leadership of ICT and not least his musical talent.

28. The senior management team and subject co-ordinators undertake formal and regular monitoring of standards of pupils' work and the quality of teaching. Teachers receive detailed feedback on their lessons, which promotes their professional development. Co-ordinators are fully involved in the self-evaluation programme and realise that their roles are very important to the smooth running and success of the school.

29. The governing body fulfils its statutory duties well and is becoming increasingly effective in its management role through its various sub-committees. The leadership team keep the governing body fully informed via reports and discussions. Some governors visit the school often and report their findings back to the governing body. However, there is no structured programme of governor visits to evaluate the quality of work being undertaken in the school. The chairman of the governing body has regular formal and informal contact with the headteacher. This enables him to have an informed view of the way in which the school works and the reasons for its success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues for the school to address. However it may wish to consider involving pupils more in evaluating aspects of school life, for instance by devising ways in which pupils' ideas and suggestions can be aired. The governing body may wish to organise a structured programme of visits to evaluate the quality of work being undertaken in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	9	2	0	0	0
Percentage	14	33	43	10	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	345
Number of full-time pupils known to be eligible for free school meals		81

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	24
	Girls	23	23	22
	Total	44	46	46
Percentage of pupils at NC level 2 or above	School	90 (94)	92 (92)	92 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	25	22
	Girls	24	24	23
	Total	45	49	45
Percentage of pupils at NC level 2 or above	School	90 (92)	98 (86)	90 (94)
	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	26	20	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	25
	Girls	17	18	17
	Total	38	39	42
Percentage of pupils at NC level 4 or above	School	83 (98)	85 (85)	91(98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	22
	Girls	18	19	20
	Total	40	42	42
Percentage of pupils at NC level 4 or above	School	91 (85)	93 (85)	93 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	343
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.7:1
Average class size	28.7

Education support staff: YR-Y6

Total number of education support staff	8
Total aggregate hours worked per week	327.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19:1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	661410
Total expenditure	667230
Expenditure per pupil	1770
Balance brought forward from previous year	36816
Balance carried forward to next year	30996

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	383
Number of questionnaires returned	241

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	1	0
My child is making good progress in school.	64	33	4	0	1.0
Behaviour in the school is good.	54	42	2	0	0
My child gets the right amount of work to do at home.	47	44	7	1	0
The teaching is good.	74	23	1	0	1
I am kept well informed about how my child is getting on.	56	39	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	4	1	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.	49	43	6	1	1
The school is well led and managed.	57	34	4	2	2
The school is helping my child become mature and responsible.	60	37	2	0	1
The school provides an interesting range of activities outside lessons.	35	37	11	3	13