

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

Kingsway, Rochdale

LEA area: Rochdale

Unique reference number: 105828

Headteacher: Miss C Holdgate

Reporting inspector: Gill Peet
18842

Dates of inspection: 3 - 4 March 2003

Inspection number: 246528

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

School category: Voluntary aided

Age range of pupils: 3 –11 years

Gender of pupils: Mixed

School address: Kingsway
Rochdale

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Telephone number: 01706 649981

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Appropriate authority: Governing body

Name of chair of governors: Mrs Margaret Breen

Date of previous inspection: 17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Roman Catholic Primary School is a larger than average sized primary school with 275 pupils ranging from three to eleven years of age. Children begin school either in the nursery or in the reception classes. Attainment on entry to the nursery varies from year to year but is usually below average. By the time children enter the reception classes attainment is closer to average but it is still below. The children come from a mixed range of backgrounds and a number come from outside the parish. Many come from socially disadvantaged backgrounds. A higher than average number of pupils (23 per cent) claim free school meals. Pupils from ethnic minority backgrounds are thinly represented at the school but there are two pupils who speak English as an additional language. They are not at the early stages of learning it and do not need English support. Seventeen pupils come from the families of Travellers. Sixteen per cent of the pupils are on the register of pupils with special educational needs, which is lower than usual and than the national average. Two of these pupils have a statement of special educational need and are both registered blind. The school has a Mission Statement founded on the beliefs of the Roman Catholic faith and aims to educate all children to their full potential. This permeates every aspect of school life.

HOW GOOD THE SCHOOL IS

This is an effective Catholic school with many good and very good features. It provides a good standard of education through good teaching and a good curriculum. Throughout the school, pupils' attitudes, behaviour and their relationships with each other and adults are all very good. Overall pupils achieve well. The school prepares pupils well for life in a culturally diverse society. The school is very well led and managed and provides good value for money.

What the school does well

- The headteacher provides strong leadership. She is well supported by a hardworking and effective deputy headteacher, senior management team and a committed governing body.
- Standards in information and communication technology are above those expected.
- The very good provision for pupils' personal development results in pupils' attitudes to lessons, their behaviour and relationships being very good throughout the school.
- The provision for pupils with special educational needs is good and they achieve very well.
- This is a very caring school where pupils' needs come first and all are treated as individuals.
- The quality of teaching is good.

What could be improved

- The use of assessment information to improve achievement in writing and for some of the more able pupils in reading, and mathematics by the end of Year 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in November 1997. Since then standards have been maintained and all the good features of the school retained. The provision for information and communication technology, which was an issue of the last report, is now very good and standards are above those expected nationally. The other key issues of the last inspection have been successfully dealt with well. There is a shared commitment to continued improvement and the school has the capacity to succeed.

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
	2000	2001	2002	2002
English	C	B	C	B
mathematics	C	B	C	B
science	B	A	B	A

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

The results achieved by Year 6 pupils in 2002 indicate average attainment in English and mathematics and above average attainment in science. This year group included three pupils with statements of special educational needs and this accounts for the apparent drop in standards. Comparing these results to those of similar schools, attainment is above average in English and mathematics and well above average in science. Pupils in the present Year 6 are attaining standards in English and mathematics that are similar to the national averages. Many pupils in this year group are attaining above average standards in reading and mathematics but the high number of pupils with identified special educational needs depresses the overall attainment. It was not possible in a short inspection to make a judgement on standards in science. Standards in information and communication technology are above national expectations.

Pupils enter the school with attainment that is below average. Over the past three years at the end of Year 6 the average points score has exceeded the national average in English, mathematics and science. Overall, pupils achieve well. For example, a number of pupils attaining the lower Level 1 at the age of seven attain the expected Level 4 at 11. However, achievement in writing from the end of Year 2 to the end of Year 6 is below that expected. Also, a number of pupils who perform well at the end of Year 2 fail to make the expected progress in reading, writing and mathematics and whilst their attainment at the end of Year 6 is in line with national expectations they do not attain the higher Level 5.

Results in the end of Year 2 National Curriculum tests in 2002 indicate above average attainment in reading and mathematics, and average attainment in writing. When compared to similar schools, attainment is well above average in reading, writing and mathematics. Standards in reading and mathematics in the present Year 2 are above the national average and similar to the national average in writing. Overall, pupils achieve well in reading and mathematics and satisfactorily in writing. Standards have been maintained since the previous inspection. Throughout the school, pupils with special educational needs achieve very well in reading and writing and satisfactorily in mathematics. In literacy and numeracy lessons pupils with special educational needs make good progress in developing basic skills. Last year, pupils at the end of Year 6 exceeded the targets set in both English and mathematics. The school predicts, and the inspection team agrees, that pupils will exceed this year's targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to learning are very good. In lessons they show interest and concentrate well.
Behaviour, in and out of classrooms	Behaviour in school and in the playground is very good. No instances of misbehaviour were observed during the inspection. Although there were exclusions in the last year the pupils involved that are still in school are now behaving satisfactorily.
Personal development and relationships	Pupils' personal development and relationships are very good. Pupils work and play together very well
Attendance	Attendance is above the national average.

TEACHING AND LEARNING

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

The quality of teaching and learning throughout the school is good. No unsatisfactory teaching was observed. Teaching and learning in both English and mathematics are good and pupils acquire basic skills well. The teaching of basic skills is also good in the foundation subjects. The teachers of the Foundation Stage children have a good understanding of how children learn and children learn well in lessons. The teaching of pupils with special educational needs is good. Teaching assistants support them very well. The pupils with statements of special educational need are included as much as possible in all lessons and their contributions are valued highly. Teachers take care to ensure that all lessons are fully inclusive. However, although teachers set individual targets for pupils, they do not consistently refer to them in their lesson planning or in lessons. Teachers do not focus on these targets when marking pupils' work. This is particularly the case in writing where pupils are not making sufficient progress and for one group of pupils who perform well in reading and mathematics at the end of Year 2 but fail to attain the higher Level 5 at the end of Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. A good range of visits and visitors enriches it.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and for those with statements of educational need it is very good.
Provision for pupils with English as an additional language	All pupils are supported well and this includes those who have English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. The ethos of the school is positive and a sense of calmness prevails throughout the school. There are many opportunities to learn about the cultures of others and pupils are very well prepared for life in a culturally diverse society.
How well the school cares for its pupils	This is a caring school that takes good care of all its pupils. Procedures for ensuring pupils' welfare are very good. Systems for assessing and monitoring pupils' progress are very good and enable the school to know all its pupils very well. However, when areas are identified for improvement these targets are not always closely followed up in the work that teachers plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership and has successfully maintained the standards reported at the time of the last inspection. She leads a strong and committed team of staff and is well supported by an able deputy headteacher and an effective senior management team.
How well the governors fulfil their responsibilities	The governors are very committed and well led. Together with the headteacher, they provide a clear educational direction for the school. All statutory requirements are met.
The school's evaluation of its performance	The monitoring and evaluating of the school's performance is very good. Teaching, planning and pupils' work is closely monitored. Pupils' progress is effectively tracked throughout their time in school.
The strategic use of resources	Specific grants are used well and for their intended purpose. For example, the additional funds obtained by the school for musical instruments and for reading resources have been used well. Funds for pupils with special educational needs are used well.

There is whole school commitment to the maintenance and improvement of high standards. The governors understand the principles of best value and take steps to ensure that they obtain good value in all their transactions.

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 teaching is good.• Their children are making good progress in school.• The school expects their children to work hard and achieve their best.• They feel comfortable approaching the school with a problem.	<ul style="list-style-type: none">• The range of activities the school provides outside lessons.• They would like the school to work more closely with parents.• They would like more information on how their children are getting on.

The inspection team agree with all the parents' positive views of the school. They disagree with the negative comments. The range of activities outside lessons is similar to that seen in other schools. The annual reports to parents give them as much information about their children's progress as is seen in reports from similar schools. The school provides six opportunities each year for parents to discuss their child's progress. The teachers are available for discussion on other occasions at the parents' request.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides strong leadership. She is well supported by a hardworking and effective deputy headteacher, senior management team and a committed governing body.

- 1 The headteacher is hardworking and committed to the continued improvement of the school. Her very good leadership has ensured that the standards of the last inspection have been maintained and that the school continues to provide a successful learning environment in which pupils' behaviour and attitudes to school are very good. Pupils are happy and most achieve well in reading and mathematics. Relationships throughout the school are very good. The headteacher leads a strong and committed team of staff. She is well supported by an able deputy headteacher and an effective senior management team. The governors are very committed and well led by a well informed and active chair and vice chair of governors. They have a good understanding of the school's strengths and weaknesses. Together with the headteacher they are providing a clear educational direction for the school. There is whole school commitment to the maintenance and improvement of high standards.
- 2 The headteacher has a very good grasp of the school's strengths and areas for further development. These are shared with the governors. An area of very good improvement since the last inspection has been information and communication technology. Her decision to appoint a specialist teacher to raise standards and develop the confidence of the staff has been so successful that the specialist teaching is no longer required and that teacher now has a class responsibility. Teachers are confident in teaching the subject. Provision is now good and standards are high.
- 3 A strength of the management is the way in which the school constantly strives to achieve greater success and for every child to reach their full potential. Monitoring and evaluating is an everyday part of school life and is a strength of the school. All teachers have clearly defined roles in this. Teaching is monitored, and lesson planning and pupils' work is monitored for continuity. Pupils' progress is effectively tracked throughout their time in school.
- 4 The school works positively to ensure all pupils are fully included and have equal opportunities regardless of their ethnic background, ability or disability.
- 5 The management of provision for pupils with special educational needs is very good and meets the requirements of the special educational needs Code of Practice. The coordinator has an effective overview and is aware of the appropriate areas for further development.
- 6 The governing body is active and gives very good support to the school. They are fully aware of the standards the school attains and how these compare to those of other schools. Governors have a committee structure for looking at different aspects of the school, and are well informed by thorough reports and open discussions with the headteacher and staff. Governors are attached to classes and to a curriculum area and monitor closely through links with the coordinator and class teacher. They are fully included in the development of the School Improvement Plan.

- 7 The School Improvement Plan covers all aspects of school life. It is well thought out and closely monitored. Spending is rigorously matched to educational priorities. All staff and governors are involved in the planning process. Plans are costed and closely related to the budget.
- 8 The governors fully understand the principles of best value and take steps to ensure that they obtain good value in all their transactions. For example, the governing body made the strategic decision to join with other local Roman Catholic schools to increase their purchasing power. Specific grants are used well and for their intended purpose. For example, the additional funds obtained by the school to purchase musical instruments and to purchase additional reading resources for Year 6 have been used well. Funds for pupils with special educational needs are used well.

Standards in information and communication technology are above those expected nationally.

- 9 By the end of Year 6 pupils have attained standards that are above those expected nationally. The school has responded very well to the requirements of the last inspection to raise standards in information and communication technology at the end of Year 6 and widen provision throughout the school. Pupils throughout the school, including those with special educational needs, achieve well.
- 10 Pupils in the reception classes learn to use the mouse successfully when they dress Teddy. In Years 1 and 2 pupils use computers well to present data in pictorial graphs. They create pictures using an art programme and write using a word processing programme. They research facts from CD-ROMs.
- 11 Learning continues well in the upper school. Year 3 continue to develop the skills learnt in Years 1 and 2 and learn also to manipulate sounds and to combine graphics with their text. By Year 6 pupils have covered a very wide range of activities and are familiar with the language of information and communication technology. They use the internet and email. They record data on spreadsheets and use spreadsheets to answer mathematical questions. They program the computer to control a set of traffic lights and use sensing equipment to measure the sound in the playground.
- 12 Only one lesson was observed and teaching in this lesson was good. The teacher had very secure knowledge and understanding and was able to give pupils clear instructions that they were able to respond to successfully. The teacher had very high expectations that pupils having already set up a program to control one set of traffic lights would be able to extend this to synchronise them with another set. All pupils responded with enthusiasm and determination to the challenge and by the end of the lesson several had succeeded and the others were likely to succeed in the next lesson.
- 13 The school responded to the last inspection by appointing a specialist information and communication technology teacher. This teacher was successful in establishing the provision for information and communication technology in the school and was successful in raising the confidence of other teachers. All teachers now teach information and communication technology and specialist teaching is no longer required. The school's provision for information and communication technology is very good. The school has a well equipped computer suite and each classroom also has a computer. The school has adopted the nationally approved scheme of work and has ensured that it has all the necessary resources. Assessment takes place regularly to enable teachers to plan work that is appropriate for the pupils' needs.

The very good provision for pupils' personal development results in pupils having very good attitudes to lessons, very good behaviour and very good relationships throughout the school.

- 14 The school makes very good provision for the pupils' spiritual, moral, social and cultural development. The ethos of the school is positive. A strong sense of caring for each other prevails throughout the school and is an integral part of daily life.
- 15 Collective worship is held each day and reflects the Roman Catholic Christian ethos of the school. Assemblies make a significant contribution to the spiritual development of the pupils. Pupils are always given time for quiet reflection and an opportunity to think about the theme for the assembly. A sense of calmness prevails throughout the school. This encourages pupils to behave in a calm manner and helps them focus on their lessons. All classrooms have a quiet prayer area and prayers are said in every class at different times each day. Sometimes the playing of soft music adds to the sense of calmness and spirituality. Each class has a time each week set aside for pupils to develop their own prayer life and spirituality.
- 16 The provision for moral development is very good. All adults in the school are good role models. They have very good relationships with the pupils and pupils have very good relationships with each other. Teachers encourage pupils to respect and look after each other and this is displayed in the caring attitude pupils have to those pupils that have special educational needs. In a lesson in Year 1 pupils were taught to understand that people cannot be judged by outward appearances. Approaches to behaviour are positive and as a result few instances of bad behaviour were seen during the inspection. Although there were exclusions in the last year the pupils involved that are still in school are now behaving satisfactorily. Teachers use praise effectively and pupils understand the code of conduct expected.
- 17 There are many opportunities for pupils to develop very good social skills. For example, pupils in each class take on small responsibilities. Pupils in Year 6 organise and deliver their own assemblies for younger pupils. This was seen done very well during the inspection. The pupils not only enacted a Bible story, they also led the prayer and singing and then gave out merit awards to pupils. Older pupils act as *Playground Pals* and *Bus Buddies* to support younger pupils. Pupils learn to care for one another through activities such as the school sponsorship of a young boy from Belarus who was invited to the school and stayed with a member of staff. The school paid for his trip and for medical attention. Pupils learn to take social responsibility through activities such as collecting for charities. The residential trip Year 6 makes provides pupils with opportunities to develop their independence and personal skills through a range of challenging and exciting activities. Pupils in the choir sing for old people and at the local hospice. As a result of this good provision pupils are mature and responsible. They work very well together in pairs or in groups, for example, when working together at the computer in the Nursery and in the Reception classes.
- 18 Pupils' very good cultural development is supported by their work, particularly in religious education, art and design, music and history. Pupils celebrate their own past culture through learning about how the Tudors lived. They have many opportunities to learn about the cultures of others and they are very well prepared for life in a culturally diverse society. When they learn about the faiths of others they also learn about their cultures. For example, when learning about Hinduism they created *mendhi* and *rangoli* patterns. They have tried Indian food and some of the girls have dressed in saris. The good number of visitors who come in to talk to pupils enriches this aspect of their learning. They have had visits from representatives of the Hindu, Moslem and

Jewish faiths who have been able to tell the pupils about different ways of living. In geography they have learnt about life in Bangladesh.

- 19 As a result of this very good provision, pupils' attitudes to each other, to school and to their work are very good. In lessons they listen well and take great care and pride in their work. This was seen in a Year 6 art and design lesson when pupils became so involved in their work that they did not want to stop for afternoon break.
- 20 At playtimes and lunchtimes pupils play together happily. They care for their environment and put litter in the bins provided.
- 21 Relationships in the school are very good. Examples of pupils working together very well in pairs or groups during lessons were observed frequently during the inspection. In Year 5, pupils worked collaboratively in small groups to improve their dance. Although the visually impaired pupil was well supported in this lesson by a support assistant other pupils also supported and guided him so that he was able to enjoy the lesson as much as his class colleagues.

The provision for pupils with special educational is good and they achieve very well.

- 22 The school's provision for pupils with special educational needs is good. All statutory requirements of the curriculum are met for these pupils and they are well supported to access the full National Curriculum. The school complies with the current Code of Practice for pupils with special educational needs.
- 23 Individual education plans have clear and specific targets that enable class teachers to plan appropriate work. Reviews take place regularly and parents are involved appropriately.
- 24 Tracking records of individual pupils show that pupils with special educational needs make very good progress in reading and writing. Their achievement in mathematics is satisfactory and although similar to that of other pupils is not as good as in reading and writing. This is because the school does not have any specific intervention strategies to help give these pupils extra support and numeracy targets are no longer included in the individual education plans.
- 25 Pupils have good support in literacy and numeracy lessons as they are placed into sets according to their levels of ability. Support for pupils with special educational needs is given in the lower sets. This has a positive impact upon how they learn and consequently they learn well in lessons. Pupils' progress towards their targets is well supported by an intervention programme for reading and spelling. Teachers and support staff are careful to ensure that children with special educational needs are fully involved in class activities. This was seen done especially well with the pupils with statements of special educational need. The learning support assistants are well deployed and are patient and caring in their approach to pupils. The pupils with special educational needs are fully included in all lessons and have the same opportunities as the other pupils.
- 26 The special educational needs coordinator has an effective overview of the provision of special educational needs in the school. She ensures that special educational needs staff are well deployed and monitors their work. Good use is made of visiting specialists that support teachers in their work with pupils with special educational needs.

This is a very caring school where pupils' needs come first and all are treated as individuals

- 27 Teachers know their pupils well. Through identification of pupils' needs the school provides support systems that encourage all pupils to achieve their potential. This vision, and a well established approach to being an all inclusive school, creates a clear ethos that permeates throughout all year groups. The school is maintaining the high level of care and support reported at the time of the last inspection.
- 28 Procedures for child protection and for ensuring pupils' welfare are very good. All staff, including midday assistants, receive regular training in the application of the correct Child Protection procedures. One member of staff is trained in bereavement counselling.
- 29 Health and safety procedures are very good. Risk assessments for the school trips and school premises are carried out. The caretaker makes daily health and safety checks. Equipment in the school is regularly tested. There are signs around school warning of hot radiators.
- 30 The procedures for monitoring pupils' progress are very good and enable teachers to know their pupils' needs very well. This information is used to group pupils for literacy and numeracy and to set individual and group targets. Insufficient use is made of this information to support pupils' progress in writing or the progress of a small group of above average attaining pupils.
- 31 There are very good procedures in place to monitor and support pupils' behaviour. When bad behaviour is repeated pupils are monitored for a period of time, usually a whole day. This enables staff to analyse the causes of such behaviour and give appropriate support. Pupils are then matched to a suitable member of staff with whom problems can be shared.

The quality of teaching is good

- 32 The quality of teaching and learning throughout the school is good. No unsatisfactory teaching was observed.
- 33 Teachers have very secure knowledge of the subjects they teach and of the best approaches for teaching it. In a science lesson in Year 5 the teacher started a new topic by establishing what pupils already knew. This not only helped her know what to teach, it also helped the pupils identify what they needed to learn. The teachers of the Foundation Stage children have a good understanding of how children of that age learn and children achieve well. Activities in the nursery are well planned to provide plenty of opportunities for pupils to attain the nationally agreed learning objectives through play activities. In the reception classes resources and activities that appeal to young children are used so that their interest is maintained. For example, in one of the reception classes, soft toys that children knew by name were sold in the play shop. In another, children enjoyed a literacy lesson because it involved working out what was needed to make a pancake.
- 34 The teaching and learning of both English and mathematics are good. Basic skills are taught well and this was seen not only in literacy and numeracy but also in the foundation subjects. For example, in a Year 1 geography lesson pupils developed the skills of collecting information by presenting it in a tally chart. The teachers successfully use the strategies promoted by the National Numeracy and Literacy

Strategies. Language skills are further developed when teachers routinely promote the correct use of technical vocabulary in other lessons.

- 35 Planning is thorough and ensures that lessons always run smoothly. Activities are very clearly linked to learning objectives. Learning objectives are clearly focused and are shared at the beginning of lessons with pupils. During lessons they are constantly referred to so that pupils always know what they are doing and why.
- 36 Expectations are high and activities are usually well differentiated to ensure that all pupils are appropriately challenged. This was seen done well in a Year 6 mathematics lesson in which all pupils were working at reflecting images in different quadrants. The challenge for the more able pupils was considerably more challenging than that for the others. Pupils having greatest difficulty are well supported by teaching assistants. In other lessons teachers make their expectations very clear to pupils so that all are encouraged to succeed. In writing however, targets are not used well to challenge pupils.
- 37 Teachers explain very clearly and constantly check that pupils understand what they have to do. They use questions very well to do this and also to focus pupils thinking. This is done particularly well in information and communication technology lessons where a structured approach to thinking about the task is encouraged.
- 38 Teachers manage their pupils very well. They create an orderly atmosphere that is conducive to good learning, and pupils find it easy to learn. Teachers' relationships with pupils are very good and this creates an ethos where pupils feel comfortable in expressing their ideas and generally enjoy learning. A strength of all lessons was the calm atmosphere in which they took place. In this school learning is a pleasant and comfortable experience and is not threatening. In some lessons soft music was played at appropriate moments. This does not however mean that learning is slow. In fact, the pace of lessons is generally good and pupils are expected to work hard and stay on task throughout.
- 39 A weakness in teaching and learning is that although individual targets are set for pupils these are not constantly referred to by the teachers and teachers do not focus on these when marking work. The effects of this were seen most significantly in writing where pupils are not making as much progress as could be expected.
- 40 The teaching of pupils with special educational needs is good. A good intervention programme for pupils with literacy needs results in pupils making very good progress in reading and writing. In class lessons activities are well linked to the activities for the whole class and careful planning ensures that lessons build on prior attainment. The pupils with statements of special educational need are included as much as possible in all lessons and their contributions are valued highly. They receive good support from visiting specialist teachers. Teachers take care to ensure that all lessons are fully inclusive. The support given to the pupils of Traveller families by the peripatetic support teachers is very good.

WHAT COULD BE IMPROVED

The use of assessment information to improve standards in writing and for some of the more able pupils in reading and mathematics by the end of Year 6

- 41 Tracking records of individual pupils indicate that in reading and mathematics pupils of average and above average ability make at least the expected progress in Years 3 to 6 and many make good progress. Records indicate however that progress in writing is below average for almost all pupils except those with special educational needs where it is good. Almost all the pupils who attained the higher Level 3 at the end of Year 2 also attained the higher Level 5 at the end of Year 6. However, only one pupil who attained a high Level 2 in the end of Year 2 tests in reading attained the higher Level 5 and none of the pupils who attained a higher Level 2 in writing or mathematics attained the higher Level 5 at the end of Year 6 in 2002.
- 42 Regular assessments are made of pupils' progress and from these individual and group targets are set. These targets are written in pupils' books but are not transferred to new books when the old ones are complete. Teachers were not observed during the inspection referring to individual targets nor were they reflected in any planning seen. Most importantly, when marking pupils' work, teachers do not focus on these targets. As a result, pupils do not know how to achieve them and they do not keep them uppermost in their minds. Pupils who attained a high Level 2 at the end of Year 2 are not targeted as a group and this results in progress that is less than expected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 43 In order to improve standards in writing and standards in reading and mathematics for some of the more able pupils by the end of Year 6 the school should:
- (1) set targets specifically aimed at raising the attainment of pupils attaining a high Level 2 at the end of Year 2, and
 - (2) relate lesson planning and marking more closely to pupils' individual targets.
- (paragraphs 30, 39, 41, 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	7	3	0	0	0
Percentage	0	37	44	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	252
Number of full-time pupils known to be eligible for free school meals	0	64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	44

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	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	95.3
National comparative data	94.1

Unauthorised absence

	%
School data	0.4
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
	2002	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	22	23
	Girls	14	14	14
	Total	34	36	37
Percentage of pupils at NC Level 2 or above	School	92 (83)	97 (85)	100 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	20	23	22
	Girls	14	14	12
	Total	34	37	34
Percentage of pupils at NC Level 2 or above	School	92 (85)	100 (88)	92 (90)
	National	85 (85)	89 (89)	89 (89)

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
	2002	16	23	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	13	13
	Girls	19	19	21
	Total	31	32	34
Percentage of pupils at NC Level 4 or above	School	79 (88)	82 (85)	87 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	11	13
	Girls	20	19	20
	Total	33	30	33
Percentage of pupils at NC Level 4 or above	School	85 (88)	77 (85)	85 (97)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	226	7	1
White – Irish	6	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10
Number of pupils per qualified teacher	28
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	504,695
Total expenditure	518,946
Expenditure per pupil	1,967
Balance brought forward from previous year	40,409
Balance carried forward to next year	26,158

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	0	0
My child is making good progress in school.	61	38	1	0	0
Behaviour in the school is good.	58	40	1	0	0
My child gets the right amount of work to do at home.	51	41	7	0	1
The teaching is good.	69	27	4	0	0
I am kept well informed about how my child is getting on.	54	34	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	5	0	0
The school expects my child to work hard and achieve his or her best.	65	32	1	1	0
The school works closely with parents.	47	41	11	1	0
The school is well led and managed.	52	39	5	3	1
The school is helping my child become mature and responsible.	62	35	1	0	1
The school provides an interesting range of activities outside lessons.	35	40	14	3	8

Due to rounding figures may not add up to 100.