

# INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY  
SCHOOL**

Colne

LEA area: Lancashire

Unique reference number: 119653

Headteacher: Mr P Cunningham

Reporting inspector: Mr B Holmes  
15215

Dates of inspection: 11<sup>th</sup> – 12<sup>th</sup> November 2002

Inspection number: 248046

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Red Lane Colne Lancashire
Postcode:	BB8 7JR
Telephone number:	(01282) 864362
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A M Wrigley
Date of previous inspection:	23 <sup>rd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Sacred Heart Catholic Primary School, Colne is an average sized primary school with 227 pupils between the ages of 5 and 11. The school is situated within Colne on the outskirts of the town and within a ward of above average deprivation compared to the rest of the country. About half of the pupils live within the ward and the rest come from all around the area as Sacred Heart is the only Catholic primary school within the town. Children enter the school at the age of four, with a variety of pre-school and nursery experiences. Pupils' attainment level on entry to the school is just below what is normally expected for most children. By the age of five, most pupils are in line to attain the Early Learning Goals in the Foundation Stage. The number of pupils entitled to free school meals is below the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average and four pupils have a statement of special educational need, which is also in line with the national average. Of the pupils at stage three or above of the special education needs register, most have moderate learning needs or specific needs linked to dyslexia. Some pupils have physical needs and there is one Downs Syndrome pupil in the school. There is one pupil who has English as an additional language.

### **HOW GOOD THE SCHOOL IS**

This is a school which does well for its pupils and where the pupils are extremely happy. A high priority is placed on providing all pupils with a balanced education and developing them spiritually, morally, socially and academically. Pupils achieve well in all aspects of school life and standards of attainment in English, mathematics and science are above national averages. The quality of teaching and learning is good overall, often very good and occasionally excellent. Pupils' attitudes to learning, their behaviour and personal development and their relationships with each other are all very good. The school cares well for its pupils and has a strong partnership with parents. It provides a good inclusive education for its diverse population. The headteacher, supported by the senior staff, leads the school extremely well and the governing body plays an effective role in helping to shape the direction of the school. Overall, the school provides good value for money.

#### **What the school does well**

- Standards of attainment are above average at the end of Year 2 and at the end of Year 6 in English, mathematics and science. All pupils make good progress throughout the school.
- Pupils' attitudes, values, personal development and relationships are a strength of the school. Attendance is well above the national average.
- The quality and range of the curriculum are good, including very good provision for pupils' spiritual, moral, social and cultural provision.
- The quality of teaching is good throughout, with a significant amount of very good teaching and some excellent teaching in Year 6.
- The school is very well led and managed by the headteacher and key staff with good support from the governing body.
- The school provides a good level of care for its pupils and sustains a strong partnership with parents, which contribute towards the school achieving its aim of developing the whole child.

#### **What could be improved**

- The inspection team found no areas where significant improvement is needed.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1998. Since that time the school has made good improvement in maintaining and improving its provision. The school has worked hard to further improve standards of attainment in English, mathematics and science and to maintain good rates of progress for all pupils. Most pupils attain well by the end of Year 2 and Year 6 compared to other pupils of their age, both nationally and in similar schools. Good progress has been made in addressing all of the issues

identified at the time of the previous inspection. For example, the marking policy is consistently applied to guide pupils' learning, the management roles of senior staff have been developed and provision for children under five has been significantly improved. Good progress has been made in further improving pupils' attendance at school, the quality of curriculum provision, including the use of information and communication technology and the use of assessment to plan and set targets for pupils' learning. The school has also worked hard to maintain high standards achieved in the previous inspection in aspects of its provision. Standards of personal and social development, the quality of teaching and learning, the range of extra-curricular activities, the provision for pupils with special educational needs, provision for pupils' spiritual, moral, social and cultural development and the partnership with parents have all been maintained at a high level. The school has a very good capacity to improve further on the firm foundations developed.

## 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	A	A	B	B
Mathematics	B	A*	C	C
Science	A	A*	B	B

Key	
Very high	A *
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils enter the school with a wide variety of attainment, but overall they are just below the levels expected. By the age of five, most pupils are in line to attain the Early Learning Goals in the Foundation Stage. Over the last three years, pupils have consistently attained standards that are above average or better at the end of Year 6 in English, mathematics and science. In the 2002 national tests, the overall proportion of pupils attaining the expected level at the end of Year 6 was above the national average in English and science and in line with the average in mathematics in comparison with schools nationally and the performance of pupils in similar schools. Inspection findings for the current Year 6 pupils confirm that, at their current rate of progress, they are likely to achieve standards above those expected for most pupils at the end of Year 6 in all three core subjects. Pupils' overall achievement, including those with special educational needs and those few pupils for whom English is an additional language, is good throughout the school. Standards in information and communication technology are good, and information and communication technology is used well to support learning and raise standards in other subjects. The school has set challenging targets for its pupils in literacy and numeracy and is working hard to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are keen to learn, interested in their work and very positive towards the range of activities offered by the school.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The pupils show respect for their teachers and respond positively to their high expectations of behaviour.
Personal development and relationships	Pupils show a very good level of personal responsibility and use their initiative well. Relationships throughout the school are very good and are

	a strength of the school.
Attendance	Attendance is well above the national average. The school is very effective in promoting and monitoring pupils' attendance and punctuality.

### TEACHING AND LEARNING

Teaching of pupils:	Nursery & Reception	Years 1 and 2	Years 3 - 6
25 Lessons seen overall	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 good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the good quality of teaching has been maintained consistently across the whole school. During the week of inspection no unsatisfactory teaching was seen. The vast majority of teaching observed was good or better, with a significant proportion of very good teaching spread across the school and some excellent teaching in Year 6. The quality of teaching in literacy and numeracy is particularly strong. The quality of teaching for pupils with special educational needs is good overall and results in a good quality of learning for those pupils. Teachers have a very secure subject knowledge, which they use well to develop basic skills and support pupils' learning. Particular strengths of teaching are the very good questioning skills of teachers in challenging pupils and developing their knowledge and understanding and their use of information and communication technology to support learning in a range of subjects across the curriculum. In the best lessons, teachers use questions skilfully to challenge and develop pupils' thinking and set tasks to meet the different levels of ability within the class. Planning is thorough and very good use is made of resources, including support staff to support different learning needs. Pupils respond well to opportunities to think for themselves and to work collaboratively to solve problems and discuss their work with other pupils. They have very positive attitudes to their work and try hard to do their best.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides pupils with a good quality of learning experiences. Good use of information and communication technology to support learning across curriculum areas is a strong feature. There is very good provision of extra-curricular activities. Access to the curriculum for all pupils is a significant element of the school's provision.
Provision for pupils with special educational needs and English as an Additional Language	Very good. Pupils have clear targets and are well supported in the classroom. Provision is well organised and efficient and promotes good progress for pupils on the special educational needs register.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Provision for pupils' spiritual, moral and social development is very good. The provision for their cultural development is good. This provision has a very positive impact on pupils' personal development.
How well the school cares for its pupils	Very good. Procedures for child protection and ensuring children's welfare are very good. Assessment procedures are good and are used very well to monitor pupils' academic performance and plan for their next steps and targets in learning.





## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good overall. The headteacher provides very good leadership and together with senior staff, has a very clear view of the direction in which the school is heading.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well aware of what they need to do to improve their role. They are fully aware of the strengths and areas for development within the school. They share a strong commitment to improvement with the staff.
The school's evaluation of its performance	Very good. The headteacher, senior staff and subject co-ordinators monitor and evaluate the school's performance and the quality of teaching and learning regularly throughout the school year. Very good use is made of data to analyse pupils' performance and identify areas for further improvement.
The strategic use of resources	Very good. Staff and learning resources are used well to support the work of the school. Specific grants are directed well to support pupils' learning. The principles of best value are very effectively applied to the purchasing of resources and improvements in the school's accommodation and facilities.

Financial planning and administrative procedures are effective. Procedures for performance management and opportunities for the professional development of staff are well developed.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school and make good progress.</li> <li>• The teaching is good, and the school has high expectations of children.</li> <li>• Behaviour is good.</li> <li>• Parents would feel comfortable approaching the school with a problem and the school is helping their children to become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• The range of activities provided outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how their children are getting on.</li> </ul>

Parents have positive views of the school. Inspectors agree with parents' positive comments. Inspectors found that the pupils have very positive attitudes to school and achieve high standards of behaviour. The school is well led and a good quality of teaching enables pupils to make good progress and achieve well. The inspection found that the school has a good partnership with its parents, but that a significant minority of parents would like to see an improvement to the information they receive about their child's progress. The school will review its procedures in this area.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of attainment are above the national average at the end of Year 2 and at the end of Year 6 in English, mathematics, and science. All pupils make good progress throughout the school.**

1. The school has been successful in improving standards of attainment in English, mathematics and science since the last inspection. Over the last three years, the average points score attained in national tests and tasks in core subjects has risen at a faster rate than the national trend. Pupils enter the school in Reception with a variety of attainment levels, although overall they are just below average for what is expected. Inspection findings show that most pupils make good progress in the Reception class and are in line to attain the Early Learning Goals of the Foundation Stage by the time they leave the Reception class. They continue to make good progress in the infant classes and by the time they are seven, overall standards of attainment are above average. This trend is maintained in the junior classes so that by the time they are eleven pupils continue to achieve standards of attainment which are above the national average.
2. In national tests and tasks at the end of Year 6, pupils have consistently attained above or well above the national average in English, mathematics and science in the last three years. In the 2002 national tests, the overall proportion of pupils attaining the expected level at the end of Year 6 was above the national average in English and science and in line with the average in mathematics in comparison with schools nationally and the performance of pupils in similar schools. Inspection findings confirm this picture for English and science and show potential improvement in mathematics. Pupils in the current Year 6 are likely, at their current rate of progress, to attain standards that are above the average for what is expected in their tests at the age of eleven in each of the three core subjects.
3. The school has implemented the Literacy and Numeracy Strategies successfully and this is helping to ensure that standards in English and mathematics are good. Pupils' speaking and listening skills are good. Most pupils speak confidently and use interesting and appropriate vocabulary. For example, in a Year 2 science lesson, pupils responded well to input about materials and worked well to discuss how to sort materials into groups. In a Year 5 literacy lesson, pupils discussed and exchanged their ideas on alliteration and personification. Pupils have good standards of reading. They read with fluency, good expression and obvious enjoyment. For example, pupils in Year 6 used their understanding of different texts to identify the key features of non-chronological reports and make inferences from Macbeth in their comprehension work. In writing pupils write fluently and for a range of different purposes and audiences. Year 6 pupils, for example, demonstrate good organisation and development of their ideas in a piece of work entitled 'Treasure Island.'
4. Standards of writing are enhanced by the application of writing skills in other subject areas. During the inspection, examples of writing were seen in religious education, history, geography and music, with good use of information and communication technology to present pupils' work in different formats and for different purposes and audiences. Many of these examples are developed to produce writing in specific non-fiction genre, such as instructional writing, newspapers and recount.
5. In numeracy, the school has placed appropriate emphasis on improving pupils' mental agility. This has had a positive impact on pupils' ability to solve problems. Teachers have a very secure understanding of numeracy, which they use to produce activities that are well matched to different levels of ability of all the pupils in a class. The school has recognised the need to provide pupils with challenging, investigative and practical work and this enables most pupils to make good progress in lessons and attain good standards. In Year 2, for example, most pupils count in threes, whilst in Year 3 many pupils identify more complex sequencing patterns, including the nine times table for the highest achieving pupils.

6. In science, Year 6 pupils attain high levels by using their scientific knowledge to test their predictions and support their conclusions in an experiment to affect the brightness of a bulb. Many pupils in Year 5 are already working at high levels, using scientific terms for the major organs of the body and describing the main functions of the most important human organs. Pupils in Year 2 show good understanding of the characteristics of different materials and sort them into groups, using subject-specific language, '*man-made*', and '*natural*'.
7. Standards of attainment are above average in information and communication technology and are enhanced by the excellent use of information and communication technology in subjects across the curriculum. Teachers make good use of the interactive whiteboard in their whole class sessions to demonstrate and model activities for pupils. Year 2 pupils independently word processed Peace Poems, using different fonts, layouts, colours and styles of text in their presentation. Year 6 pupils have produced multi-media presentations on the Victorians, undertaken simple programming in a unit on control, researched topics on the Internet, produced desk-top published newspapers and produced and used a spreadsheet to carry out calculations in mathematics.
8. The school supports pupils with special educational needs well. The staff work hard to ensure that these pupils are valued and play a full part in the life of the school. The positive approach to including all pupils in activities makes a significant contribution to their personal development and their level of confidence. Their individual education plans support their work effectively and enable them to be fully included in classroom activities. Support staff are also deployed well to support pupils with special educational needs. Other pupils show a positive and supportive attitude towards pupils with special educational needs. For example, in a Year 6 science lesson, pupils of different abilities collaborated extremely well together in investigating how to affect the brightness of a bulb.
9. Pupils with different levels of ability progress well throughout the school. Teachers plan extremely well to match tasks to the needs of different pupils in literacy and numeracy. All pupils are challenged well to reinforce their prior learning and increase their knowledge, skills and understanding. The level of support provided for pupils, in small groups or individually, has a positive impact upon pupils' rate of achievement and attainment. Careful and regular assessments of all pupils, including those with special educational needs, are made, so that pupils' progress is regularly checked and future learning is planned to build on what pupils already know, understand and can do. The school has clear strategies for meeting the needs of all pupils, which include the use of information and communication technology to enhance learning, matching tasks to individual need and deploying support staff.

**Pupils' attitudes, values, personal development and relationships are a strength of the school. Attendance is well above the national average.**

10. Pupils' standards of behaviour, their attendance at school and their attitudes towards school have been maintained at a very good level since the previous inspection. The school has a strong ethos based upon its mission of developing pupils spiritually and morally as well as academically. The school provides a very good environment where pupils' personal development is supported. This ethos is shared by all who work in the school and is supported well by parents. Staff and pupils treat each other with respect and work together to achieve their best.
11. Pupils attain very good standards of behaviour both in classes and around the school. In lessons, they are very well behaved most of the time. They listen attentively and respond quickly to teacher instructions and interventions. They are very well behaved in assemblies and also at lunchtimes and in the playground. Parents are very happy with the standard of behaviour achieved in the school. The very good behaviour of the pupils positively assists their learning, enabling them to sustain their concentration for longer periods and contributing towards a good pace of learning in most lessons.

12. Pupils have very positive attitudes towards their learning. They enjoy coming to school, are interested in their activities and work together in an atmosphere of mutual respect and support. Pupils spoken to during the inspection described classes as *'fun'* with *'new things every day'*. This, together with the caring and informed work of the staff, helps to ensure that pupils' personal development is very good. In the playground, pupils play together happily and cooperate with each other. When Reception children begin school they are strongly supported by older pupils, who are delegated to look after them as *'gardeners looking after seeds'*.
13. Pupils settle to their work quickly and show sustained levels of interest and concentration. This was evident in most classes throughout the school. Children in the Reception class focused on developing their understanding of number names to ten and concentrated extremely well. Pupils in Year Two collaborated extremely well in sorting materials. In a Year 6 Literacy lesson pupils showed high levels of independence and concentration in identifying the key features of non-chronological texts. Pupils are also very positive about the range of activities on offer to them after school.
14. Relationships between pupils and with the adults around them are very good and are a strength of the school. In all classes, pupils show very good levels of respect for others and appreciation of others' contributions. During the inspection, this was illustrated well in a whole school assembly on peace, where pupils had to shake each others' hands and hug each other as a sign of friendship. In lessons, good relationships contribute positively to the learning atmosphere and a spirit of cooperation. Parents feel strongly that the ethos of the school supports their children in becoming mature members of the community. These important aspects of the school have a very positive impact on pupils' learning and their overall sense of achievement.
15. Pupils' attendance at school is well above the national average and has improved from the good level achieved at the time of the previous inspection. The rate of unauthorised absence is well below the national average. Punctuality, both at the start of the day and in lessons, is very good.

**The quality and range of the curriculum are good, including very good provision for pupils' spiritual, moral, social and cultural provision.**

16. The school provides pupils with a well-balanced and broad curriculum that fully meets legal requirements. There is good provision for children in the Foundation Stage, where there is a good balance of time on the different activities children undertake. Particular strengths of the curriculum provision are extra-curricular activities, which are many and varied and the use of information and communication technology to support learning across the curriculum. Extra-curricular activities cover a range of different areas, including badminton, music, dance, drama, information and communication technology, karaoke, French, chess, ecology, maths and English booster classes. They are well supported by pupils and enhance the learning that takes place in the classroom. Information and communication technology is used in a variety of subject areas for teaching to explain objectives and demonstrate ideas, to reinforce knowledge and understanding, to research information and to improve the presentation of pupils' work and writing.
17. Provision for pupils with special educational needs is very good. The curriculum meets the recommended requirements and pupils follow the same curriculum as other pupils, through tasks that are adapted well to their individual needs to ensure that they make consistent gains in their learning. They are fully included in every aspect of school life. The curriculum takes good account of what is in pupils' individual education plans and statements of special educational needs. The Code of Practice is fully in place and no pupils are disapplied from the curriculum. All pupils are included in all lessons and extra-curricular activities and this represents very good practice, helping to develop their independence and confidence.
18. The curriculum is well supported by very good provision for pupils' spiritual development. The school mission statement strongly promotes spiritual development, and opportunities are provided for reflection and prayers. For example, in an assembly taken by the headteacher pupils were encouraged to think about peace. In Year 5, the whole class stopped work for one minutes'

silence to reflect on peace and think about all those people who have lost their lives in war. The school is a harmonious community, based upon trusting and respectful relationships, where pupils are valued. The school places a high priority on pupils' personal development and their self-esteem and opportunities to share experiences are consciously developed. They have opportunities to discuss and talk about a range of topics during circle time.

19. The school provides very good opportunities for pupils to develop their moral awareness. Pupils' moral development is clear within the school's mission statement and staff provide a consistent approach to dealing with moral issues. Adults provide very good role models for pupils. Pupils are clear about the differences between acceptable and unacceptable behaviour in school. Classroom rules are displayed clearly on the walls of most classrooms. They know what the sanctions are and what they have to do to gain rewards. They have plenty of opportunities to work together and it is clear that pupils care for each other.
20. The school provides very good opportunities for pupils to develop their social awareness, based on a clear concept on the development of the whole child. They are expected to take care of others; an attitude that is promoted well through the way that staff build relationships with pupils. Pupils are provided with opportunities to undertake responsible duties for the benefit of their class and of the school, for example, computer monitors in each class. Pupils' social development is also supported through activities to raise money for charity; for example, pupils send contributions to CAFOD and support a local charity, St Joseph's Penny. The school helps to underline the importance of pupils' social development by celebrating their achievements in assembly every week.
21. Pupils' cultural development is supported well and is good overall. The school makes a balanced provision in this aspect of its work. Pupils' awareness of other cultures and faiths is developed in a number of ways. Different festivals are recognised during assemblies and in their multi-faith work learn about several different religions. Through their geography topics, pupils learn about contrasting localities in India and the Caribbean. Pupils' own culture is also consciously developed and celebrated, especially through music. The school choir regularly sings in local festivals. Pupils have opportunities to learn musical instruments through visits to school from specialist musicians.

**The quality of teaching is good throughout with a significant amount of very good teaching and some excellent teaching in Year 6. This results in the pupils being enthusiastic learners.**

22. The good quality of teaching has a strong impact on pupils' learning. Since the previous inspection, the quality of teaching has been maintained consistently across the school. During the week of inspection no unsatisfactory teaching was seen. The vast majority of teaching observed was good or better, with a significant proportion of very good teaching spread across the school and some excellent teaching in Year 6. The quality of teaching for pupils with special educational needs is good overall and results in a good quality of learning for those pupils.
23. Teachers have a very secure knowledge and understanding of the subjects they teach, which they use to develop basic skills, stimulate pupils' learning and deepen their understanding. Particular strengths of teaching are the very good questioning skills of teachers in challenging pupils and developing their knowledge and understanding and their use of information and communication technology to support learning in a range of subjects across the curriculum. In the best lessons, teachers use questions skilfully to challenge pupils' thinking and set tasks to meet the different levels of ability within the class. Planning is thorough and very good use is made of resources, including support staff to support different learning needs. Good subject knowledge is supplemented by high expectations of what pupils can do. In an excellent science lesson, observed in Year 6, pupils were set challenging tasks to investigate how the brightness of a bulb can be affected by changing the number of bulbs or cells. Lesson planning and objectives were very clear and the purpose of the lesson and task explained very clearly and carefully to pupils, so that all were clear about what was expected of them. There were very high expectations of what pupils were expected to do and the teacher's good subject knowledge and questioning skills were used very effectively to support pupils' learning and deepen their understanding. The outcome was

that an excellent pace of learning was sustained throughout, with all pupils actively engaged and involved in their learning.

24. Staff have a very clear view of what they expect pupils to learn and, by focusing their planning and assessing of pupils' progress and understanding, they help to ensure that pupils are provided with activities which build well on their prior level of attainment. They make good use of opportunities in mathematics and science to develop investigative and problem-solving activities. Lessons are planned extremely thoroughly to focus learning on next steps and very good use is made of time and resources. Teachers 'model' activities well for pupils and give effective demonstrations so that pupils are clear about what is expected of them, for example in a Year 2 numeracy lesson on number patterns. Occasionally, objectives are not sufficiently challenging for pupils and teachers spend too much time at the beginning of lessons on whole class sessions, which slows the pace of pupils' learning when it occurs. Very good use is made of support staff to support the learning of pupils of different levels of ability and a wide range of practical and 'hands-on' resources are used to enhance and support learning. At the end of lessons, teachers bring pupils together to assess their progress, to consolidate learning and to prepare them for future activities. This effective use of the plenary session helps pupils to consolidate their own learning and begin to identify where they need to focus to improve their level of attainment.
25. Teachers make good use of a wide range of teaching and learning strategies to develop pupils' knowledge, skills and understanding. Talk is used effectively to share and stimulate ideas for writing. This was observed in several lessons during the inspection. Information and communication technology, in particular, is used extremely well to enhance teaching and support pupils' learning. In a Year 3 numeracy lesson pupils used an interactive whiteboard to show their number patterns. Teachers also use the interactive whiteboard to demonstrate concepts, for example, using spreadsheets in mathematics for data handling work. Information and communication technology is also used to support pupils' learning, for example in literacy and numeracy, through use of phonics and number programs and as a presentation tool for pupils' writing in several curriculum areas.
26. Pupils are enthusiastic and engaged in their work, which contributes to the good working atmosphere in classrooms. They sustain their interest and concentration for long periods and work well, both independently and collaboratively with other pupils in pairs and small groups. In most lessons, pupils are challenged to explain how they arrive at answers and through very good questioning, teachers help pupils to extend their thinking and knowledge. In a very good Year 2 numeracy lesson focused on describing and extending number sequences, pupils of different ability had a clear understanding of what was expected of them and were totally focused on meeting the challenges they were set. In a very good Year 5 science lesson, focused on the organs of the body, pupils were busy throughout the lesson, sustained a very good pace of learning and extended their understanding of key scientific terms related to the human body.

**The school is very well led and managed by the headteacher and key staff with good support from the governing body.**

27. The headteacher has continued, from the previous inspection, to provide very good leadership and management of the school, with a clear sense of direction. Overall leadership and management have improved since then through the enhancement of the role of deputy headteacher, the senior management team and the curriculum coordinators in sharing the responsibilities for leading and managing the school. The headteacher, senior staff, curriculum coordinators and governing body provide very good leadership of the school and work effectively together as a team. The headteacher, in particular, is a very good leader with a clear vision for the development of the school. His vision is captured well by the school mission statement, which focuses on the development of the whole child while maximising the academic potential of the individual. This vision, shared by the governing body, gives a clear focus to the work of the senior management team and curriculum coordinators. The school is working towards becoming a self-evaluating school with annual review of the school development plan to ensure that the day-to-day work of the school continues to closely reflect its aims. The impact of this work is a strong commitment to

high standards and a strong ethos based upon Christian values, which provides a very good environment where pupils' personal development is supported. A practical outcome of the very good leadership has been the improvement in facilities at the school and the provision of additional activities such as the Breakfast Club and After School Club.

28. The governing body has a very clear view of its role within the school and the direction in which the school needs to move next. They fulfil all of their statutory requirements and work well in partnership with the headteacher and staff. They are very committed to the development of the individual child and maximising each child's potential. They have a good understanding of the strengths of the school and the areas in which it needs to develop further. Most of the governing body's monitoring of the school's work is currently managed through their committee structure and several of them are involved in the school on a day-to-day basis. They have worked closely with the headteacher on the strategic development of the school, reviewing the school's performance in sub-committees and setting and reviewing targets in the context of auditing pupils' progress. They have now established their own action plan to further increase their effectiveness in fulfilling their role and in working ever more closely with the staff on improving the quality of education provided at the school.
29. The monitoring and evaluation of the school's performance, resulting in effective action to improve further are very good and have improved since the previous inspection. The headteacher, senior staff and subject co-ordinators carefully monitor quality and standards throughout the school. The headteacher and deputy headteacher monitor the quality of teaching and learning through lesson observations. The headteacher samples teachers' planning and the senior management team sample pupils' work through the scrutiny of books relating to whole school issues, for example, writing across the curriculum. Subject coordinators have a clear role in subject development and the school employs a 'rolling programme' for monitoring the quality of teaching and learning in each subject. Core curriculum coordinators have monitored the quality of provision in their subject areas and worked alongside teachers in their classrooms. As a direct result of their work, curriculum coordinators produce action plans for their subject areas, which form the basis of the school development plan. The headteacher also has a bi-annual professional development meeting with each teacher, which involves both class teacher and curriculum coordinator issues. This forms the basis of professional development within the school. Consequently, the school has developed a systematic strategy for performance management based upon the needs of staff and the school and in line with the school development plan.
30. Efficient financial management helps to ensure that developments are suitably supported and specific grants are used well. The work of the school is well supported by the efficient administrative and financial staff. Support staff are deployed extremely effectively and learning resources are used well. The accommodation is used well, with several improvements since the school was previously inspected, including the outdoor areas, play areas for children under five and the other planned improvements to the building.

**The school provides a good level of care for its pupils and sustains a strong partnership with parents, which contribute towards the school achieving its aim of developing the whole child.**

31. Arrangements for child protection and procedures for ensuring pupils' welfare are very good. The school knows its pupils well and puts their personal development and welfare as a priority. There are very clear procedures for monitoring and supporting pupils' behaviour and development, including their attendance and their academic performance.
32. Assessment procedures are well developed and are good, particularly in the core subjects. There is also good provision for pupils with special educational needs through their individual education plans and annual reviews of their progress towards the targets set. The school has developed a very thorough 'tracking' system for monitoring the progress of all pupils in reading, writing and mathematics. The information gained from assessment activities is used extremely well to plan for pupils' future learning and to identify those who need additional support, both in the short-term and



in the longer-term. Pupils are set targets for improvement in literacy and numeracy, which are shared with parents, through their annual report. The school also organises Booster classes for its pupils, which are popular with parents and well used.

33. The school has a strong partnership with its parents. Parents generally have very positive views of the school, although a minority are concerned about the level of information they receive about their children's progress and the communication of day-to-day issues on progress. Parents are very supportive of the school's ethos and feel that the school does well in helping their children to become mature and responsible. The school works well with its parents and a number work in the school. It has an 'open door' policy, which encourages parents to express their worries and concerns, although elements of this policy may need to be reviewed. Parents feel very comfortable about approaching the school to deal with a problem and reflected at the parents' meeting that any worries or concerns are always quickly acted upon and dealt with effectively. The PTA is active in supporting the school, and in raising funds to support school initiatives. The school generally provides parents with a good level of information, including about their children's progress. Parents of pupils with special educational needs are involved in their children's annual review of progress towards the targets set. There are two consultation evenings a year to discuss progress and annual reports contain improvement targets for pupils to work towards.

### **WHAT COULD BE IMPROVED**

34. The inspection did not identify any significant areas for the school to improve upon. The targets in the school improvement plan are relevant to the school's needs and demonstrate well the school's capacity to continue to improve.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

35. The inspection team found no areas where significant improvement was needed.
36. Inspection evidence shows that issues for improvement observed are already in the school's plans for development, for example, the development of writing across curriculum areas and the remodelling of the foundation stage library and resource store. In the context of its many strengths, the governors, headteacher and staff should work together to further raise pupils' standards of attainment and to ensure the continued provision of a high quality and standard of education for all pupils at the school. To maintain standards, the governors need to ensure that high quality levels of monitoring are maintained.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	9	6	0	0	0
Percentage	4	36	36	24	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 four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	227
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	36

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*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	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	12	11	13
	Total	22	19	24
Percentage of pupils at NC level 2 or above	School	81 (97)	70 (92)	89 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	10
	Girls	12	13	12
	Total	21	25	22
Percentage of pupils at NC level 2 or above	School	78 (95)	93 (97)	81 (89)
	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	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	13	11	14
	Total	27	26	31
Percentage of pupils at NC level 4 or above	School	82 (100)	79 (100)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	12	11	13
	Total	26	26	30
Percentage of pupils at NC level 4 or above	School	79 (100)	79(100)	91 (100)
	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***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	227	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	1	0	0
No ethnic group recorded	0	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)	10.1
Number of pupils per qualified teacher	25.1
Average class size	28

#### **Education support staff: YR– Y6**

Total number of education support staff	10
Total aggregate hours worked per week	198

***FTE means full-time equivalent.***

### ***Financial information***

Financial year	2001-2002
	£
Total income	530,615
Total expenditure	497,811
Expenditure per pupil	2,137
Balance brought forward from previous year	59,952
Balance carried forward to next year	92,756

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	2.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5
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	162
Number of questionnaires returned	144

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	4	1	1
My child is making good progress in school.	53	40	5	0	2
Behaviour in the school is good.	60	38	0	0	1
My child gets the right amount of work to do at home.	42	44	8	0	3
The teaching is good.	62	31	1	0	5
I am kept well informed about how my child is getting on.	38	36	19	3	2
I would feel comfortable about approaching the school with questions or a problem.	60	30	8	2	0
The school expects my child to work hard and achieve his or her best.	71	27	2	0	0
The school works closely with parents.	46	42	6	2	3
The school is well led and managed.	67	28	1	2	1
The school is helping my child become mature and responsible.	58	40	1	0	1
The school provides an interesting range of activities outside lessons.	80	19	0	0	1