

INSPECTION REPORT

SACRED HEART PRIMARY SCHOOL

Fenham, Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108504

Head teacher: Mr K Foster

Reporting inspector: Miss WLR Hunter
3277

Dates of inspection: 8th – 9th October 2001

Inspection number: 196407

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Convent Road Off Fenham Hall Drive Fenham Newcastle upon Tyne
Postcode:	NE4 9XZ
Telephone number:	0191 274 6695
Fax number:	0191 274 8737
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Hannon
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3277	Miss W L R Hunter	Registered inspector
14083	Mr A B Anderson	Lay inspector
28037	Mrs P Smith	Team inspector

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR.

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Primary School is a voluntary aided Roman Catholic school serving the parish of St Robert's close to the centre of Newcastle upon Tyne. There have been significant changes in the school since the last inspection, including the appointment of a new head teacher and acting deputy head teacher, the transfer of trusteeship from a Holy Order to the local Diocese and a high turnover on the governing body.

There are 215 pupils in the school (106 boys and 109 girls) organised into seven single age classes. Most pupils are from white UK backgrounds but there are a small number of children from minority ethnic backgrounds. Ten pupils have English as an additional language but they are all fluent in spoken English and therefore do not receive any extra support. The level of free school meals (11 per cent) is below the national average, as is the level of special educational need in the school. There are 19 children identified with special educational needs and none with statements of specific need.

The school does not have a nursery. Children come into the reception class at the start of each September term from a wide range of nurseries and playgroups in the local area. When children start in reception their attainment is average, and is broadly typical of four year olds, although there are some children with good language, literacy and mathematical skills.

HOW GOOD THE SCHOOL IS

This is a good school. It is performing well in the national tests for 11 year olds and is maintaining high standards. Teaching is good and is sometimes outstanding, especially in Year 6. The school is led and managed well by the head teacher and acting deputy head, who are starting to make an impact on areas of the school that they have identified need further development. This is a happy and caring school that gives good value for money.

What the school does well

- Teaching is good and pupils make good progress in their learning. This results in high standards in English, mathematics and science by the end of Year 6.
- The school is performing well in the national tests for 11 year olds and is maintaining its high standards.
- There is very good provision for children's personal, social and emotional development in the reception class, and this is built on well throughout the school with the result that pupils have very good attitudes and relationships.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- The curriculum for information and communication technology (ICT) needs to be clearly defined with a scheme of work to support pupils' learning and maximise the potential of the excellent resources available in the school.
- The head teacher and governors need to work together to identify a long-term strategic plan for the school's development and to ascertain how this will be funded.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has made good progress since then and has carried out all the actions specified at the time. There has been a lot of effort to improve the quality and effectiveness of teachers' planning and this shows in their work, especially in literacy and numeracy. Staff have started to share their expertise and have begun to watch each other teach to pick up examples of good practice. The curriculum in the reception class is now more tightly focused to the needs of young children and follows the national guidance.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A*	A*	A	A
Science	A	A*	A	A

Key	
top 5% of schools	A*
well above average	A
average	B
average	C
below average	D
well below average	E

The school is performing well in the national tests for 11 year olds. In 2001, the school's results were well above the national averages in English, mathematics and science. The school performed just as well when compared to other schools with a similar level of free school meals. The school is maintaining its high standards in national tests, with minor fluctuations depending on the ability of each year group that sits the tests. This is due to the good teaching that takes place. The school sets realistic targets by using regular and effective testing and tracking of pupils' achievements. These targets vary from year to year to reflect the ability of pupils, but are based on a thorough evaluation of pupils' attainment and progress and are therefore challenging enough. Pupils achieve well and make good progress from their average starting point when they first join the school. However, there were some gaps in the ICT curriculum last year, which meant that pupils did not cover everything they should have. Although this meant that pupils did not reach the standards expected in ICT, they developed good skills in the areas that they were taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes. They are attentive, keen to learn and work well.
Behaviour, in and out of classrooms	Very good. Boys and girls mix and play well together. Pupils have a clear idea of what is expected of them and respect the school's rules.
Personal development	Very good. Pupils of all ages get on well together and think of

and relationships	themselves as part of one big family.
Attendance	Very good. Rates of attendance are well above the national average.

The school is a very welcoming and caring community. Pupils are clearly very happy and enjoy their work. Older pupils are ‘buddied’ with younger children and they take great pride in this role and the responsibility it carries. The younger children benefit greatly from this and look up to their ‘buddies’ as good examples to follow.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good and this is one of the main reasons why pupils do so well, particularly in English and mathematics. Teachers plan their work carefully and make sure that they meet the needs of all pupils by providing extra support for those with special educational needs or particular difficulties and by giving higher attaining pupils work that stretches them well.

Children in the reception class are taught well. They are given plenty of opportunities to develop their basic skills in a lively and interesting environment and they quickly settle into the school’s routines. Teaching in Key Stage 1 is also good and sometimes very good. As a result, pupils build well on their previous learning in reception and quickly gain confidence in their work. Teaching in Key Stage 2 is very good and is outstanding in Year 6. Consequently, pupils make rapid leaps in their learning as they grow older and are given an excellent grounding and preparation for sitting the national tests.

Literacy and numeracy are taught very well. Teachers are confident and pass on their enthusiasm to the pupils. As a result, teaching and learning is lively, challenging but fun. The teachers are particularly skilled at using questions to engage pupils in discussion and challenge them to think about and explain their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound although there have been gaps in the ICT curriculum that the school is now trying to plug to make sure that it meets statutory requirements. The rest of the curriculum is broad and balanced. There is a good range of extra-curricular clubs that offer exciting and interesting opportunities for pupils.
Provision for pupils with special educational needs	Good. Pupils’ needs are carefully identified and they are given extra support when they need it. Teachers are constantly vigilant and are aware of pupils’ individual needs.
Provision for pupils with English as an additional language	None of the pupils identified with English as an additional language require or receive support. They all speak fluent English and have no language barriers to hinder their learning.
Provision for pupils’ personal, including spiritual, moral, social	Very good. Spiritual development is promoted very well through assemblies and work in literacy and religious education. Moral and social development are particular strengths of the school

and cultural development	and underpin the positive and caring atmosphere that exists. Provision for cultural development is good and pupils are adequately prepared for life in the immediate local area where there is a high level of racial and cultural mix.
How well the school cares for its pupils	Good. The school is an extremely caring place.

The ICT curriculum was disrupted last year when computers were unavailable due to building work taking place. This has since been completed and has given the school a computer suite that is now used for class-based teaching. However, the ICT curriculum is not sufficiently well defined yet and the school is still in the process of developing its scheme of work for this subject. The school offers good opportunities to pupils outside lessons, such as an 'after school' club, sports teams, music clubs and a 'breakfast club' that is due to start very soon. The provision for pupils' spiritual, moral, social and cultural development is very strong and is central to the school's nature and ethos of care and respect. This is a happy school where children are well looked after. However, some health and safety issues were identified and brought to the attention of the head teacher, staff and governors. The governors and the school acted on these immediately.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher and acting deputy head work well as a team and are starting to make an impact on areas of the school that need some development. Subject co-ordinators now share their responsibilities with linked partners and this is helping staff to get a better view of what is happening across the whole school.
How well the governors fulfil their responsibilities	Satisfactory but with room for development. Many governors are new to the role and are still feeling their way. They are beginning to keep a critical eye on its work in order to make sure that the high standards are maintained but need to make sure that all statutory requirements are being met, including the ICT curriculum and the content of their annual report to parents.
The school's evaluation of its performance	Good. Regular testing is a feature of the school and the information gleaned from these tests is used to evaluate how well the school is doing and to identify areas which need a sharper focus.
The strategic use of resources	Satisfactory. The school has made good use of extra funding to help establish a computer suite. Adult support is provided for most classes and this helps to support pupils with special educational needs and to give teachers additional help during their lessons.

The school has had major changes in its leadership and management since the last inspection. The new senior management team is working well and is guiding the school's development in the right direction. The school improvement plan supports this but is not costed tightly enough and only gives a short-term view of what needs to be done. Governors are loyal, keen and supportive. They have been through a turbulent period themselves and now need to make sure that the school is meeting statutory requirements in its ICT curriculum and in the contents of its prospectus and governors' annual report to parents. The school has a healthy budget and benefits from the fact that the school building is still reasonably new. Financial management is sound and the principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The teaching is good.• Children are expected to work hard, achieve their best and make good progress.• The school is well led and managed.• They feel comfortable approaching the school with questions or problems.• The school is helping their children to develop mature and responsible attitudes.	<ul style="list-style-type: none">• A small number of parents felt that they were not kept well enough informed about how their child was getting on.

Parents think highly of the school and inspectors agree that they are right to do so. The school has made great strides in improving its communication with parents over the past year and parents recognise and value this. The information sent to parents is well presented but it does not always contain sufficient detail, for instance the prospectus and governors' annual report have sections omitted. Although the comments are sometimes a bit impersonal, the annual reports that teachers write on each child give adequate information on the progress being made.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is good and pupils make good progress in their learning. This results in high standards in English, mathematics and science by the end of Year 6.

1 The quality of teaching is good in the reception class and Key Stage 1. As a result, pupils make good progress in their learning, especially in their key skills of literacy and numeracy. Teaching is very good in Key Stage 2 and is excellent in Year 6. Consequently, pupils' progress accelerates as they grow older. This is one of the reasons why the school is doing so well and is maintaining its high standards by the end of Year 6.

2 Teaching is good in the reception class. Children are given plenty of opportunities to develop their basic skills in a lively and interesting environment and they quickly settle into the school's routines. For example, in one lesson, children eagerly joined in a mathematical game of 'Five Little Monkeys' and they counted well, taking one away each time the crocodile ate a monkey! The teacher and nursery nurse work very well together. They already know the children well, at this early stage in the school year, and are providing well for their individual needs.

3 Teaching is good, and sometimes very good, in Key Stage 1. As a result, pupils build well on their previous learning in reception and quickly gain confidence in their work. For example, in a very good literacy lesson in Year 1 the teacher challenged pupils well by keeping the lesson moving quickly as she used a game to introduce the idea of changing letters within words, such as shop → ship to alter their meaning. The lesson built very well on pupils' earlier learning, for instance as it proceeded, pupils used photographs that they had taken the previous week as a stimulus for their writing activities. Teachers are confident and comfortable in their work, and this shows in the way that they relax with the children and make learning 'fun'. For example, in a mathematics lesson in Year 2, the teacher encouraged pupils to learn about 'time' by reading them a story and asking them to show the correct time of different events on the clock faces they had been given. They responded well and thoroughly enjoyed themselves but, importantly, also grasped the concept of 'o'clock'.

4 Teaching is very good in Key Stage 2 and is excellent in Year 6. Consequently, pupils make rapid leaps in their learning as they grow older and are given an excellent grounding and preparation for sitting the national tests. Teachers are particularly skilled at asking probing and challenging questions that make pupils stop and think about their work. They use interesting techniques to keep pupils interested and hold their attention. For example, in a Year 3 literacy lesson, pupils were asked to clap out the beat of the syllables in different words, such as 'bibliography'. Similarly, in a Year 6 mathematics lesson, the teacher used a pre-recorded 'rap' version of the multiplication tables to reinforce pupils' mental numeracy skills. The Year 6 teacher exudes authority and has very high expectations. She encourages pupils to assess and evaluate their own learning so that they understand what they need to do next and why. For example, one pupil wrote, *'I feel great with myself. I feel more confident with numbers and am quite good but still have a bit to learn. I feel like a green'* (referring to the school's red-orange-green traffic light assessment system).

5 Teachers take care to make sure that the displays in their classrooms link to the current topics and challenge pupils with incidental activities. For instance, the mathematics display in Year 5 asks pupils to consider: 'Have you lived for a million seconds? What fraction of the week do you spend eating?'.

6 There are very good relationships between pupils and teachers in the school and this helps to create a 'fun' learning environment. For example, teachers are not afraid to use humour and to 'accidentally' make mistakes so that pupils can demonstrate their knowledge by correcting them. A good example of this was during an ICT lesson where the head teacher deliberately made his 'text box' too big to fit on the page, with the result that Year 4 pupils could hardly wait to tell him what he had done wrong and how he could correct it.

7 The high quality of teaching in the school is one of the main reasons why pupils do so well. They build systematically on their learning to the point that many are working beyond the levels expected for their age by the end of Year 6 in English, mathematics and science.

The school is performing well in the national tests for 11 year olds and is maintaining its high standards.

8 The school is meeting the challenge to maintain its high standards and performance in the national tests at the end of Year 6. It shows a trend of improvement at a similar rate to most other schools but is already performing better than the majority of schools.

9 In 2000, the school's results were in the top 5 per cent of schools nationally in English, mathematics and science. This performance was very high and reflected the fact that this class was a particularly strong group but also highlights the benefit of the high quality of teaching they received in the run up to the tests.

10 In 2001, the school's results were well above the national averages in English, mathematics and science. The school performed just as well when compared to other schools with a similar level of free school meals. At first glance this may look like a slight drop in performance from the 2000 figures, but several pupils in this particular year group had specific difficulties with literacy and numeracy that had been identified and supported throughout their time in the school. As a result, although these pupils actually performed well in relation to their ability, they influenced the overall picture for the school and brought the score for the year group down marginally from the 2000 results. The school had predicted this situation and had set accurate and realistic targets on this basis. It achieved its target in English and just missed its mathematics target by 2 per cent. Despite this, over half of the pupils went beyond the level expected for their age and achieved the higher levels in the English, mathematics and science tests.

11 Pupils achieve well and make good progress from their average starting point when they first join the school. By the time they reach Year 6, pupils have had a very good grounding in the key areas of literacy and numeracy. They have been taught well and they are confidently prepared to sit the national tests. As a result, they do well and do themselves and the school proud.

There is very good provision for children's personal, social and emotional development in the reception class, and this is built on well throughout the school with the result that pupils have very good attitudes and relationships.

12 Children come in to the school each year from up to 12 different pre-school environments ranging from formal nurseries to playgroups. This means that they have had different experiences prior to starting school; some children are confident and comfortable mixing with others while others are shy and reticent. When they start in reception, children are 'buddied' with a 'special friend' in Year 6. This is an excellent link that gives the youngest children someone to turn to for help and support as they begin to settle into the routines of the school. The older pupils take this role very seriously and carry

out their responsibilities with pride. They know that the reception children look up to them and take great care to make sure they soon feel part of the school's family.

13 The teacher and other adults in the reception class make it a priority to help children settle quickly and gel as a group. They encourage the children to think and talk about themselves, their families and their feelings. For instance, by sharing what makes them happy: *"I am happy when people play with me"*, *"I am happy when I have friends"*, and *"I am happy when people help me"*. The topics and themes taught each term build children's awareness of the people around them. They give them further opportunities to explore and investigate their feelings, for example when looking at 'people who help us' and when starting to investigate 'living things'.

14 The reception children quickly learn what is expected of them and how to behave in the classroom. They register themselves each day by putting their photographs and name labels into the correct space on the wall, and collect, and put away, equipment from different areas of the classroom. For example, one child proudly announced that she already knew the difference between the aprons worn for painting and those used when working in the water tray. Children get the chance to play and mix together socially on a daily basis and this helps them form relationships and bonds with each other and the adults that work with them. For instance, the school has recently invested in a new outdoor courtyard that offers colourful and interesting activities, including climbing frames, basketball hoops and a 'racetrack' for wheeled vehicles. Children thoroughly enjoy working in this area where they share and take turns on the different equipment available.

15 Children in the reception class are given a rich and caring start to their education. As a result, they develop very good relationships with each other and become confident members of the school community. This thread continues through the school as pupils grow older. They have very good attitudes to their work and this shows in their responses during lessons. For example, Year 2 pupils were enthralled by the use of a soft toy (Ollie the Objective) used by the teacher during a mathematics lesson to explain the purpose of the lesson. This captured their interest and attention and kept them fully involved to make sure that, by the end of the lesson, 'Ollie' had learnt what he should have. Similarly, in a Year 6 lesson, pupils eagerly joined in a 'rap' session to practice their multiplication tables.

16 Relationships within the school are very good. It is a welcoming place to be with a warm and caring family atmosphere.

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

17 Provision for pupils' spiritual development is very good. The Personal, Social and Health Education (PSHE) programme makes a strong contribution to this area. For example, pupils in Year 6 have considered what it is that makes them unique and special, for instance by writing about 'what I like, dislike and could do better', and by asking questions such as 'Do we care for others?' and 'Do we share willingly?'. Year 5 pupils have thought about the 'qualities' that make them special and have written sensitively and movingly about how they would like to be remembered, while pupils in Year 4 have thought about the times when they have felt proud of their actions. For instance, one pupil wrote: *"I felt proud when I taught my sister to walk"*. This approach helps pupils to recognise the personal qualities and talents that they have. For example, when they wrote: *"If I get in trouble I tell the truth"* and *"I am special because I can make people laugh"*.

18 Assemblies offer excellent opportunities for spiritual development and personal reflection. For instance in one assembly, the head teacher distributed loaves of bread to pupils to illustrate the balance between 'rich' and 'poor' people in the world. When the 'rich' people got five loaves and the 'poor' people only got one, the pupils were given three questions to think about: 'Is it fair?', 'What are we doing about it?' and 'Do we care?'. This prompted them to start thinking about the plight of refugees in Afghanistan with the result that the pupils in Years 5 and 6 decided to do a 12-hour 'fast' to raise money to help them.

19 Provision for pupils' moral and social development is very good. The school has a clear code of conduct and pupils know exactly how they are expected to behave. Classes agree their own rules then live by them. Consequently, pupils behave very well and have a clear understanding of the difference between right and wrong. Pupils in Year 6 are aware that they are role models and examples for the rest of the school. They take responsibility well and are keen to show that they can be trusted and relied on. They have their own notice-board that they maintain well. This contains 'fun' activities, such as games, puzzles and book reviews but also has a more serious side where pupils have the chance to display examples of their personal achievements, such as sports certificates, and a confidential 'problem box' that allows them to communicate any concerns and problems directly to their teacher. The school offers good support to charities, such as CAFOD, and by taking part in local sponsored charity runs for cancer. It also offers a wide range of extra-curricular clubs and these activities help to support pupils' social development as well as teaching them the principles of fair play through a good selection of sports.

20 Provision for pupils' cultural development is good. Assemblies are the main vehicle for conveying knowledge and understanding of different faiths and cultures, but the school recognises the rich diversity of the local area and has plans to extend its use of visits and visitors to capitalise on this. The curriculum makes some contribution to pupils' cultural awareness, for instance through a study of the local area in geography in Year 3. Pupils have looked at the ethnic mix in the immediate locality, and have looked at the different churches and places of worship people attend and have started to consider the different needs of people, such as diets and lifestyles. Visits to neighbouring areas, such as 'The Chinese Quarter' in Newcastle help pupils to broaden their knowledge of different cultures and experience some of their traditions, such as the celebration of the Chinese New Year.

21 Religious education makes a strong contribution to pupils' personal development. For instance, pupils in Year 6 have prepared and presented a 'mass' on the theme of 'working together' with evidence of careful thought and reflection in their bidding prayers. The school celebrates its denominational nature well but not to the detriment of pupils' knowledge and understanding of other faiths and cultures.

WHAT COULD BE IMPROVED

The curriculum for information and communication technology (ICT) needs to be clearly defined with a scheme of work to support pupils' learning and maximise the potential of the excellent resources available in the school.

22 The school has put a lot of time and effort into developing an excellent range of resources to support information and communication technology (ICT). This has culminated in the opening of a new computer suite, that can now accommodate whole classes and groups of pupils at a time, supplemented by additional computers in each classroom. However, during the construction of this suite, there was significant disruption caused to the school's ICT curriculum and this has had a knock-on effect on pupils' standards. By the time pupils left the school at the end of Year 6 last year, they had not covered everything they should have and their standards were therefore below the levels expected for 11 year olds.

23 Younger pupils are given sufficient experiences to develop their basic skills in word processing and handling information. For instance, pupils write simple sentences about themselves using different shapes and colours of text. They use computers to draw simple graphs and take digital photographs of different parts of their bodies (ears, nose, eyes) linked to their work on 'senses' in science. Older pupils have extended their skills by using ICT to combine text and graphics and present information in different ways. For example by creating calendars, using clipart and digital photographs, and by making effective use of different font styles and layouts to present their writing in literacy and religious education. Consequently, by the time they reach Year 6, pupils have a good grasp of how to organise and present different forms of information and are beginning to bring these skills together to create multimedia presentations including graphics, sound and animation. Pupils have also had good experience with art packages and have experimented with colour and texture to produce their own computer-generated pictures in the style of famous artists, including Lowry, Monet and Van Gogh. However, there have been some gaps in the curriculum that have meant that the older pupils have not had the full range of experiences they need to reach the standards expected before they leave the school. In particular, pupils in the current Year 6 class have little knowledge or understanding of how to use spreadsheets to model and investigate different situations, and they have not had the chance to use computers to sense, monitor and control physical events. The school is aware of this and is committed to try to plug these gaps this year to make sure that the curriculum meets statutory requirements and that these pupils reach the expected levels before they leave the school.

24 The school has a scheme of work for ICT that was written several years ago. This is comprehensive and identifies the skills that pupils should be taught in each year group, but it is out of date. As a result, it does not cover the full requirements of the National Curriculum as they stand today. The school has access to other schemes, including the local education authority version, a number of commercially produced schemes and the national guidance for ICT that has been supplied to all schools, and is planning to adapt bits of each to suit its needs. The head teacher and ICT co-ordinator are fully aware of the shortcomings of the existing scheme and know the areas where they need to develop the curriculum. However, the school has not yet got to the stage where it has a clear curricular plan identifying what will be taught in each year group or how pupils will develop and build their skills in a systematic and logical sequence in all aspects of this subject. Consequently, although the head teacher, co-ordinator and staff know what needs to be done, there is insufficient tangible planning and guidance to support them at present.

25 The school has taken the decision to use a 'one off' whole-school project as a way of introducing pupils to the new equipment and the expected way of working in the new computer suite. This project (to design letter-headed notepaper) has been well thought out and is carefully linked to the skills expected for the different ages of the pupils in each year group. However, it is early days and pupils are still coming to terms with the new equipment and new ways of saving, loading and printing their work. The head teacher is teaching most lessons in the computer suite himself until staff become familiar and confident enough with the school's new resources to take on the teaching of ICT to their own classes. This is a sensible decision that is working well but, until staff and pupils become comfortable with the new equipment available to them, this means that the computer suite is not being used as much as it could be outside the formally taught ICT lessons.

The head teacher and governors need to work together to identify a long-term strategic plan for the school's development and to ascertain how this will be funded.

26 There have been significant changes in the management structure of the school over the past 18 months. There is a new head teacher, an acting deputy head, new linked co-ordinators for key areas (such as literacy and numeracy) and over half of the governors are also new to their positions on the governing body. This level of change has naturally caused some shift in the school's work but it has been handled well with the result that the school maintained its the high standards and performance in national tests at the end of Year 6 last year.

27 The new management team has had time to reflect on how the school is performing and to identify what is working well, what needs to be looked at and what could be developed further. Some of this is shown in the school improvement plan, which is a comprehensive and effective document planning for change and improvement, but it only covers the current year and does not include a number of areas that the head teacher and governors already know would benefit from focussed attention in the future. The school has a strong commitment to maintaining high standards while continuing to improve the quality of its work, but it does not have sufficient long-term strategic planning in place to underpin how this will be achieved.

28 The school is in a reasonably comfortable position with an established and stable staff, a healthy budget and a relatively new building. It has recently benefited from unexpected extra grant funding that helped to equip the computer suite and therefore has money available that had been earmarked for this from its own budget. The school plans to use its money wisely but it needs to be more precise when costing some of the developments identified in the school improvement plan, especially when they have implications for staff time, such as funding release for curriculum co-ordinators to carry out their management functions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 The school should now:

1. Raise standards in information and communication technology (ICT) by:
 - putting a scheme of work in place to clearly define what pupils should be taught in each year group and to make sure that the curriculum meets statutory requirements;
 - making sure that pupils are given sufficient opportunities to use spreadsheets to model and investigate different situations;
 - teaching pupils how to use computers to sense, monitor and control physical events;
 - planning to use the school's computer suite to give pupils more opportunities to use ICT to support their work in other subjects.
(Paragraphs 22 – 25)

2. Improve the strategic planning and development of the school by:
 - clearly identifying the cost implications for each of the school's current priorities in the school improvement plan;
 - extending the school improvement plan to show a longer term view of the areas that are likely to be priorities for future development and to indicate how the school will manage its budget to meet its identified needs.
(Paragraphs 26 – 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
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	2	4	6	0	0	0	0
Percentage	17%	33%	50%	0	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 eight 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)	215
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

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	3

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	17	17
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100% (100%)	100% (100%)	100% (100)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	17	16	17
	Total	30	28	30
Percentage of pupils at NC level 2 or above	School	100% (100%)	93% (100%)	100% (97%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	16	13	17
	Total	29	25	31
Percentage of pupils at NC level 4 or above	School	88% (87%)	78% (94%)	97% (97%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	13	17
	Total	28	26	30
Percentage of pupils at NC level 4 or above	School	88% (84%)	81% (90%)	94% (93%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	2
White	205
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25.3
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000 - 2001
	£
Total income	402,285
Total expenditure	390,162
Expenditure per pupil	1,742
Balance brought forward from previous year	37,884
Balance carried forward to next year	50,007

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	2	0	2
My child is making good progress in school.	58	35	1	0	5
Behaviour in the school is good.	58	38	1	2	2
My child gets the right amount of work to do at home.	41	46	6	1	6
The teaching is good.	65	31	0	0	4
I am kept well informed about how my child is getting on.	35	50	14	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	4	1	1
The school expects my child to work hard and achieve his or her best.	77	22	0	0	1
The school works closely with parents.	39	48	8	0	4
The school is well led and managed.	79	20	0	0	1
The school is helping my child become mature and responsible.	65	32	0	0	4
The school provides an interesting range of activities outside lessons.	47	45	3	0	5