

INSPECTION REPORT

ST THERESA'S CATHOLIC PRIMARY SCHOOL

St Helens

LEA area: St Helens

Unique reference number: 104823

Head teacher: Mrs. H. Arnold

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 18th - 20th June 2001

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Cannon Street St Helens
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Fr. P. Swanson
Date of previous inspection:	10 / 03 /1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Theresa's Voluntary Aided Catholic Primary School is an average sized school with 239 boys and girls between the ages of three and eleven. The current head teacher has been in post for two years. Pupils come from a range of homes from three adjoining villages. They are of white ethnic origin in the main, and none speak English as an additional language. A higher than average proportion (28.8 per cent) of the pupils is eligible for free school meals. There are more pupils on the register of special educational needs than nationally, at 27 per cent, and the proportion of pupils with statements of their need is also below national at under one per cent. Levels of attainment on entry cover the full range but are below average overall with many children starting school with under developed language skills and immature social development. However, there is also evidence of significant fluctuation in overall attainment between individual year groups. The attainment of some year groups is well below average and they require significantly more support in their learning than others. This is reflected in fluctuations in end of key stage test results, which indicate long-standing variations between cohorts. The school aims and mission statement are clearly displayed in the prospectus and around the school. The pupils were involved in their formulation and they form an integral part of the life of the school.

HOW GOOD THE SCHOOL IS

This is a good school. The leadership and management of the school are good and have led to a good level of improvement since the previous inspection. The quality of teaching and learning is good throughout the school and pupils of all levels of prior attainment and from all groups within the school make good progress as a result. A very high emphasis is placed upon personal development and as a result relationships throughout the school are very good between pupils and staff alike. The school provides good value for money.

What the school does well

- Pupils of all levels of prior attainment, and from all groups, make good progress throughout the school.
- Teaching is good throughout the school and, as a result, pupils' achievements are good.
- The leadership and management of the school are good and have led to a good level of improvement since the previous inspection.
- The consistent implementation of the school's aims and core values ensures that the provision for pupils' spiritual, social and moral development is very good, and cultural development is good.
- Very good relationships within the school community and the value and respect shown to all its members, lead to pupils' very good behaviour, which promotes high achievement and their good attitudes to school.
- The very good provision for extra-curricular activities promotes the pupils' personal, physical and academic growth successfully.

What could be improved

- Whilst there are well-established informal systems to ensure the safety, care and protection of pupils, statutory requirements for formal risk assessment are not fully met and health and welfare systems have not all been written down and made known to all adults who work regularly with groups of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the previous inspection. Pupils at both key stages are now given a good range of opportunities to develop their writing skills, and a wider range of structured reading books has been introduced. The school has focused attention on developing literacy skills and has appropriate systems in place to ensure pupils develop their listening and speaking skills. Sound schemes of work have been introduced for English, mathematics, science and design and technology. There has been a very good level of improvement in the opportunities older pupils are given to assume responsibility within the school. In addition, there has been an improvement in the provision for pupils' spiritual, moral

and social development, which is now very good. Standards of behaviour throughout the school and pupils' personal development and relationships, which were judged to be good at the time of the previous inspection, are now very good. The quality of teaching has improved, particularly at Key Stage 1. There is now a higher proportion of good teaching throughout the school. As a result, pupils make good progress in their learning. There has been an increase in the level of progress pupils make in English and mathematics throughout the school and in science at Key Stage 1. However, although pupils are looked after effectively, both in lessons and at other times, the statutory requirement for formal systems for the care and welfare of pupils have not been maintained at the level reported by the previous inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	C	B	well above A average above B average average C below average D well below E average
mathematics	A	C	C	B	
science	C	C	C	C	

As can be seen from the table above, the results of the end of key stage tests for Year 6 pupils in 2000 were average in English, mathematics and science compared to nationally. When compared to results in similar schools, results were above average in English and mathematics and average in science. The progress these pupils have made since their end of key stage tests at seven is good. Results at the end of Key Stage 1 tests in 2000 were above average in reading and mathematics, and well above average in writing. This was well above attainment in similar schools. Children start school with a broad range of attainment, and there are significant fluctuations between individual year groups; however standards on entry are below average overall and in some instances well below average. Pupils in all year groups and of all levels of prior attainment make good progress overall throughout the school. Current standards at the end of Key Stage 1 are average in all three core subjects and pupils have made good progress since their entry to school. Standards at the end of Key Stage 2 are average and pupils have made good progress since the end of Key Stage 1, when the results of the end of key stage tests indicated that the standards they attained were below average. Pupils are currently making good progress in English, mathematics, science, information and communication technology and history throughout the school. Progress in the nursery and reception classes is good and appropriate emphasis is placed on developing children's skills in language. Trends over time are towards improving standards. Pupils with special educational needs and potentially higher attaining pupils make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are conscientious in carrying out and completing their work. They are proud of their school and enjoy the activities it provides.
Behaviour, in and out of classrooms	Pupils share the school's high expectations of good behaviour. Behaviour is of a very high standard in lessons and also in less formal situations. Pupils take care to behave in a respectful and positive way to others.
Personal development	Very good. Pupils of all ages work and play very well together. As

and relationships	they move through the school they assume greater responsibility for their own actions. Pupils form secure relationships with other pupils and staff, and this contributes to the good progress they make in lessons.
Attendance	There is no recorded unauthorised attendance. However, the rate of authorised attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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 quality of teaching is good throughout the school. As a result, pupils from all groups and of all levels of prior attainment make good progress in their learning. No unsatisfactory teaching was observed and the great majority of lessons were good. This represents an improvement since the previous inspection, when teaching was sound overall, but there was some unsatisfactory teaching at Key Stage 1 at that time. During the current inspection, all of the teaching of children under five in the nursery and reception class was good. At Key Stage 1, teaching ranged from satisfactory to very good in equal proportions with 66 per cent of the teaching and learning at least good. At Key Stage 2, 80 per cent of the teaching was good and the rest was never less than satisfactory. Pupils throughout the school make good progress in their learning. This is particularly the case in English, mathematics, science, information and communication technology and history. Higher attaining pupils are suitably challenged; lower attaining pupils and those with special educational needs are well supported and make good progress towards their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of sound quality, with good contributions from the community. It is relevant to the needs and experiences of all groups of pupils, reflecting the thoroughness of the planning. The school provides a wide range of extra curricular opportunities, which give pupils interesting experiences outside lessons.
Provision for pupils with special educational needs	Pupils with special educational needs are provided for effectively. Classroom assistants and nursery nurses make a very positive contribution to the support of these pupils and as a result their achievements are good.
Provision for pupils with English as an additional language	There are currently no pupils with English as an additional language in school. There are appropriate systems to identify needs and support pupils should this be the case in the future.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Very good. The school's core values are reflected in all aspects of school life and guide all relationships within the wide school community. The school embraces the Catholic mission wholeheartedly, but also teaches about other faiths and beliefs.
How well the school cares for its pupils	There are well-established informal systems to ensure safety, care and welfare of pupils. However, formal procedures are not all fully in place as required. Suitable records are maintained of pupils' academic progress.

Links with parents are good. Parents have positive views of the school and support its work through voluntary help, meetings, open-days and with children's work at home. Parents are kept appropriately informed of the progress their children make and the standards they attain.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff.	The leadership and management of the school by the head teacher and key staff are good. The leadership by the head teacher ensures clear educational direction. She is effectively supported in this by the deputy and other key staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They have a good knowledge of the school and a good understanding of its strengths and weaknesses. Statutory requirements are virtually all met.
The school's evaluation of its performance	There are effective systems to monitor and evaluate performance. Teaching and learning are monitored effectively. The results of end -of-year and end-of-key stage tests are monitored well and effective action is taken to raise standards still further.
The strategic use of resources	The use of resources is good. Resources for pupils with special educational need are used well. Throughout the school there is a good match of teachers and support staff to the needs of the pupils. Support staff are particularly well used to support potentially lower attaining pupils and those with special educational needs. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like coming to school and make good progress in their learning.• Behaviour is good.• Teaching is good and the school expects pupils to work hard to achieve their best.• Parents feel comfortable about approaching the school.• The school is well led and managed.• School helps pupils to become mature and responsible members of the community.	<ul style="list-style-type: none">• A few parents feel the school does not work closely enough with them.• Some parents think the school does not provide an interesting range of extra curricular activities.

While the inspection team agree with the positive views expressed by parents, the school works effectively with parents. There is a good range of extra curricular activities, including lunch-time clubs and trips to places of educational interest. This has a positive impact on standards within the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all levels of prior attainment and from all groups make good progress throughout the school.

1. Children start school with a broad range of attainment, and there are significant fluctuations between individual year groups; however standards on entry are below average overall and in some years well below average. Pupils in all year groups and of all levels of prior attainment make good progress overall throughout the school. Children in the nursery and reception class make good progress in all areas of the curriculum for children of their age and achieve good standards in all six areas of learning in relation to their prior attainment. Appropriate emphasis is placed on developing children's skills in language, literacy and communication and in personal and social development.

Language, literacy and communication skills	Good progress
Personal and social development	Good progress
Mathematical development	Good progress
Knowledge and understanding of the world	Good progress
Physical development	Good progress
Creative development	Good progress

2. Current standards at the end of Key Stage 1 are average in all three core subjects and pupils have made good progress since their entry to school. Standards at the end of Key Stage 2 are average in all three core subjects and pupils have made good progress since the end of Key Stage 1, when the results of the end of key stage tests at seven indicated that standards they attained were below average at that time. Pupils at both key stages are currently making good progress in English, mathematics, science, information and communication technology and history. Pupils with special educational needs and potentially higher attaining pupils make good progress throughout the school.
3. Pupils make good progress in developing their speaking and listening skills at both key stages, although many pupils start school with skills that are below, and sometimes well below, those expected for their age. They learn to listen purposefully and engage in oral and role-play activities with developing confidence. They make good progress in developing reading skills. Older pupils are aware of a range of strategies for reading and are starting to know of basic genre. The progress and standards pupils achieve in reading are supported effectively by a good new range of learning resources, and a clear and progressive scheme of work. They learn how to respond to literature, giving attention to content, use of descriptive language, characters and critical events. They develop an appreciation of poetry and work together effectively to create class poetry, as in a lesson for pupils in Year 6, who used pictures of elephants as an effective stimulus for their writing. Older pupils are familiar with the strategies and skills required to use make notes in work-books to help them research a range of subjects. They write for a range of purposes and, by the end of Key Stage 2, express their ideas clearly in generally well-structured sentences.
4. Numeracy skills are effectively developed across the whole curriculum. These skills are successfully applied to other subjects, particularly science and information and communication technology. Pupils' knowledge of the relationships between numbers and number patterns is developed well. They learn to develop problem-solving skills through learning about the relationships between numbers and by developing effective mental arithmetic strategies. For example, in a mental maths session at the start of a lesson, pupils in Year 5 use knowledge of place value to effectively multiply numbers

such as seven times seventy. The majority can use number facts and place value to multiply and divide numbers up to three places.

5. Pupils make good progress in science and achieve average standards at the end of each key stage. They experience an appropriate balance of science activities with suitable opportunities to observe, measure and experiment. Pupils of differing levels of attainment have appropriately differentiated work to enable them to achieve good standards in their understanding of scientific principles. Their skills of enquiry and investigation are developing appropriately. They make observations and describe and record these in a variety of ways, such as pictures, tables and graphs as well as written descriptions. They also make suitable use of information and communication technology in their science work. As when pupils in Year 5 use bar charts to analyse the range of different foods birds eat.
6. Progress in learning about information and communication technology is good. Pupils enjoy their lessons and, at Key Stage 1, enter data and are able to interpret the information presented as bar graphs and diagrams. They are developing good control of the mouse, can load, enter, drag and drop, and use the delete key. They make their own birthday cards using a clip art facility, write stories and research information for other subjects. At Key Stage 2 they learn to use the digital camera and by Year 6 import pictures into text. Pupils in Year 6 talk confidently about their work. They make good progress in learning to access files and save work to disc.
7. Pupils throughout the school make good progress in history. At Key Stage 1, pupils learn about history from stories, and discussions. They have suitable opportunities to learn about sequences of events. They gain a good knowledge of life in the past and are able to make comparisons with life in the present day. They use the appropriate terminology to talk about the passage of time. Older pupils at Key Stage 2 are given a good broad based curriculum. They make good observations and attempt to explain reasons for events in the past. They make good progress in the development of skills of historical research and are aware that events can be viewed from different perspectives, such as when they compare the views of Spartans with Athenians in Ancient Greece.

Teaching is good throughout the school and, as a result, pupils' achievements are good.

8. The quality of teaching is good throughout the school. Relationships throughout the school are very good and teachers manage pupils well. They have appropriately high expectations of pupils' behaviour and attainment. As a result, pupils are confident and enjoy their lessons. Pupils from all groups and of all levels of prior attainment make good progress in their learning. No unsatisfactory teaching was observed and the great majority of lessons were good. This represents an improvement since the previous inspection, when teaching was sound overall, but there was some unsatisfactory teaching at Key Stage 1. During this inspection, all of the teaching in the nursery and reception class was good. At Key Stage 1, teaching ranged from satisfactory to very good in equal proportions; 66 per cent of the teaching and learning was at least good. On occasion very good teaching was observed. At Key Stage 2, all of the teaching was at least satisfactory and more than 80 per cent was good. Pupils throughout the school make good progress in their learning.
9. The literacy and numeracy strategies have been successfully introduced and teachers' have good knowledge and understanding of the teaching of English and mathematics. Lesson planning is good. Teachers make good use of their knowledge of the pupils and assessment to match teaching to the needs of all pupils. Planning takes consideration of what the pupils already know and teachers ensure there is suitable challenge for higher attaining pupils as well as support for those with special educational needs. For example, in a good lesson in English for older pupils in Key Stage 2, the lesson was well planned to take consideration of previous work. It started

with effective revision of work covered previously and the teacher's questioning was targeted effectively to ensure that all pupils had suitable opportunity to answer and be involved. Lower attaining pupils and those with special educational needs, were effectively supported in their learning by the classroom assistant. They made good progress towards the targets for the lesson.

10. Teachers make good use of an appropriate range of teaching techniques including whole class, group work and individual instruction and support. All pupils have appropriate challenge in the tasks they are set and are supported appropriately in smaller teaching groups when they need further explanation or guidance. This has a positive impact on pupils' learning. Good use is made of discussion time at the start of lessons to develop pupils' vocabulary, as well as their understanding of the tasks set. At the end of lessons effective use is made of plenary sessions to reinforce learning. Support staff are well informed and effectively deployed and make a very positive contribution to pupils' learning. For example, pupils in Year 6 were split into two groups after the initial discussion at the start of a poetry lesson. One group worked effectively with the class teacher, whilst the other was very well supported by a teaching assistant, who worked with the pupils in a way that enabled them to make good progress in their understanding of the task and the development of their writing.

The leadership and management of the school are good and have led to a good level of improvement since the previous inspection.

11. The leadership and management of the school by the head teacher and key staff are good. The standards of leadership and management noted at the time of the previous inspection have been effectively maintained. The governors, head teacher, and staff all work together effectively for the benefit of the school. The head teacher has a clear vision of how the school can continue to improve and ensures clear educational direction. She is effectively supported in school development, by the deputy and other key staff. The head teacher has effectively built upon the management systems in place and has successfully developed self-evaluation and target setting within the school. Performance management systems have been effectively introduced and are being developed appropriately, and all teaching staff have been set targets for improvement. The governors fulfil their responsibilities well. They are suitably involved in the monitoring of standards. Governors are very supportive, well involved in the day-to-day life of the school, and their role in strategic planning is good. They have a good knowledge of the school and a good understanding of its strengths and weaknesses. Statutory requirements are virtually all met.
12. There are effective systems to monitor and evaluate performance. The quality of self-evaluation and target setting within the school is good. Self-evaluation draws on first hand evidence of the quality of teaching and learning, and the evaluation of the standards achieved by pupils in their work. Standards in core subjects are monitored effectively and realistically challenging targets for improvement are set, taking good account of pupils' prior attainment. Teaching and learning are monitored and the results of end of year and end of key stage tests are carefully analysed and as a result effective action is taken to raise standards still further. National data is used effectively to monitor progress and compare aspects of the school's performance against that of other schools. The school has set the right priorities and appropriately challenging targets for improvement. Targets are measurable and are incorporated into the school development plan, which is an effective document and where monitoring responsibilities are identified along with cost and dates for completion.
13. Budget setting is well linked to the priorities of the development plan, the aims of the school and the available resources. Effective steps are taken to ensure that the principles of best value are effectively applied. The use of resources is good. Resources for pupils with special educational need are used well. Throughout the school there is a good match of teachers and support staff to the needs of the pupils. Support staff are particularly well used to support potentially lower attaining pupils and those with special educational needs.

14. Available resources of money, staff, time, resources for learning and accommodation are managed efficiently. The school makes effective arrangements for the continuing professional development of its teachers. Training is closely linked both to the identified needs of the school and also to teachers' individual professional needs. This has had a positive impact on raising standards since the last inspection. Teachers organise teaching areas effectively to provide spaces that serve differing functions for different areas of the curriculum, such as the information and communication technology and art and design areas. The provision of resources is good; they are well managed, clearly labelled and used effectively to meet the needs of the curriculum and the pupils. Displays celebrate pupils' achievements in all aspects of school life. The care with which displays are maintained and the daily care, cleanliness and upkeep of the whole school environment has a positive impact on the ethos of the school.

The consistent implementation of the school's aims and core values ensures that the provision for pupils' cultural development is good, and for spiritual, social and moral development is very good.

15. The school mission encourages all pupils to show respect and love for one another in a Christian atmosphere. It puts emphasis on caring and responsibility, pride and achievement. It is prominently displayed within the school and referred to regularly. The pupils have considered thoughtfully what it means to them; one younger child wrote, 'We will be kind and look after every one.'
16. The school takes very seriously its commitment to helping its pupils develop spiritually. Staff all have a good understanding of spirituality and the shared values of home and school underpin all aspects of school life and relationships. Consideration of these values informs all its decisions. In prayers and discussion pupils are invited to think about who has helped them that day, and made their life better. The pupils' self esteem is developed in many ways and they are helped to realise that they are special. Many poems written by Year 6 pupils have a spiritual quality showing that they are beginning to think about some of life's deeper issues. For example they write, 'The rotting log, doing nothing, saying nothing', 'the reason he's a bully's because it's in his head, and 'I feel as horrified as God looking down on a war.' Older pupils learn to trust and share through games and teamwork on a residential visit. They learn new things about themselves and their friends. One boy recalled a night walk and his feelings of excitement and fear as he stumbled over tree roots in the dark.
17. Through its strongly held moral code and very good systems for helping pupils to become responsible, the school engenders a real sense of belonging to the school community. Lunchtimes are well-organised social occasions and the pupils enjoy talking to friends and those in other year groups. Older children head each table and make sure that nobody is having problems. Prefects, chosen by the teachers, have a range of responsibilities and they are very proud to be chosen and of the trust placed in them. The pupils say they like school and feel valued. They know they can go to adults with problems and are confident that they will be listened to. This is one reason for very good relationships between pupils, as they learn from the example of the adults. The "Mediators" system gives older pupils responsibility for sorting out playground disputes and bringing conflict to a satisfactory resolution. "Guardian Angels" make sure that all pupils have someone to play with or talk to in the playground. Pupils report that both systems work well for them and enhance their school experience.
18. Pupils are also helped to see their responsibilities towards the wider community. The three main parliamentary candidates visited the school and answered pupils' questions, such as 'How do you go from being a school councillor to your position as parliamentary candidate?' Pupils are given many opportunities to make right choices. They know their opinions matter. Each year group has clearly expressed views on what is good and bad about their school, and the School Council works hard to improve the features the pupils think could be better.
19. The school embraces the Catholic mission wholeheartedly, but also celebrates other faiths and beliefs. Each year the Jewish Passover is celebrated with a meal, which the pupils eat in correct Jewish dress and with Passover prayers. School assemblies promote cultural awareness and the need to respect the rights of all groups of people. The pupils explore their own culture successfully in history, geography, music and art, and through field trips such as the Year 4 one to Port Sunlight by train, ferry and bus.
20. One notable feature of the school is the way in which pupils are encouraged to consider and help people with hearing disabilities through the use of signing. Many pupils are fluent and expert at this and all accompany hymns with signing. They enjoy this and work hard to improve.

Very good relationships within the school community and the value and respect shown to all its members, leads to pupils' good attitudes to school and their very good behaviour, which effectively promotes their good progress.

21. All relationships within the school community are based on the strongly held belief that each person should be valued as a unique individual and treated with fairness and respect. This is central to all the school does and is evident in all its work, so that relationships are very good. Teachers create a calm and purposeful atmosphere in which pupils are encouraged and supported in their learning, enabling them to make good progress. Right from the start, well-established routines in the Nursery develop a positive and co-operative approach to work and play. The children enjoy social occasions, such as drinking milk together, and chat to each other in a relaxed and friendly way. They willingly take turns with equipment and in out-door play, reflecting clearly the school's high expectations of good behaviour, and consideration for others.
22. As the pupils progress through the school, so they gain in confidence in their learning due to the staff's consistently supportive and caring attitudes. This encourages increasing freedom of expression and confident responses, as is shown by the way in which they work successfully in groups. For example, Pupils in Year 3 readily take responsibility for their own practical work in science, co-operating well in carrying out tests in order to rank rock samples in order of hardness.
23. The School Council meetings offer many opportunities for elected members from the Reception Year through to Year 6 to put forward for discussion issues that are important to them and their peers. In doing so they show increasing perception of the rights and needs of others. One older member has identified that girls' games are interrupted by boys' footballs at playtime and he doesn't think this is fair. He is going to survey other pupils' opinions and try to work out a solution that suits everyone. The meetings encourage all pupils to take an active part and great care is taken to ensure that all children have an opportunity to express themselves. These sessions are run by the head teacher with great sensitivity, and she treats each member as an equal.
24. This approach contributes to the good attitudes pupils have towards school. They enjoy being there and want to do their best. They concentrate well in lessons, listening carefully to the teachers, and to each other. This enables them to start tasks and activities quickly and accurately, as they know what is expected of them. They are interested in their work, and persevere to finish it as well as they can. Pupils talk to each other about what they are doing, and spontaneously try to help anyone who is having difficulties. For instance, Year 4 pupils worked hard in the computer suite to adapt given procedures for drawing shapes on the screen by altering the colour, size, orientation and thickness of the outlines, of the shapes, so that all succeeded in creating different images.
25. The good attitudes are reflected in the pupils' very good behaviour in all aspects of school life. Adults set high standards of behaviour, which is clear from the way in which they speak to and treat the pupils. The school's firm expectations of good behaviour are clear, consistently applied and reinforced through appropriate praise and rewards. Very good behaviour is the result of effective provision for pupils' moral and social development. Helping pupils to become responsible is a central aim for the school, and to achieve this the teachers encourage pupils to think, find out and solve problems for themselves in lessons. Other opportunities, such as a residential visit, encourage and challenge pupils to be independent; for example changing their duvet covers and organising their time.
26. The school is successfully developing pupils' ability to judge how they should behave and to reflect upon how behaviour could be improved in particular situations.

Consequently, pupils develop self-discipline from an early age, and can be trusted to behave well at all times, because they want to.

The very good provision for extra-curricular activities promotes the pupils' personal, physical and academic growth successfully.

27. A wide range of extra-curricular activities gives pupils interesting opportunities outside lessons. These include opportunities for the pupils to develop further their physical skills through activities such as gymnastics, judo, cross-country, football and rugby. Residential visits enable the pupils to try more adventurous sports, such as canoeing. The pupils' emotional development is fostered in the "Rainbows" sessions. Here, children with a particular problem they wish to share can go and talk them through with a sympathetic and caring adult. These sessions, whilst having a serious purpose, are seen by the pupils as an opportunity for fun and friendship, and they look forward to them. Creative skills are encouraged in art and drama clubs, and older pupils have the opportunity to see plays and opera at the theatre. The French club, which has been running for three years, gives pupils an opportunity to explore another culture. They like being able to speak another language, and are proud of their skills.
28. Many opportunities are planned to develop the pupils' social skills through the Breakfast and After School Clubs. The Tuesday Club at St. Cuthbert's enables older pupils to mix with pupils from other schools and widen their social experiences. Strong links with the Church community further encourage social skills through such school events as the formal celebration of First Communion. The school puts a lot of thought and effort into ensuring that this is a memorable and exciting occasion.
29. The needs of the younger pupils are catered for with their own range of lunchtime activities. Many activities are seasonal, and staff all try hard to provide activities that pupils request. For example, an information and communication technology club has recently started to enable pupils who do not have computers at home to use the internet for their own research. The pupils appreciate the wide range of activities that are on offer and take part with commitment and enthusiasm.

WHAT COULD BE IMPROVED

Whilst there are well-established informal systems to ensure the safety, care and protection of pupils, statutory requirements for formal risk assessment are not fully met and health and welfare systems have not all been written down and made known to all adults who work in or visit the school.

30. The school provides pupils with a supportive environment which enhances their learning, self discipline and moral development. This together with the school's caring ethos promotes an environment where pupils feel secure and valued. Formal risk assessment, which is a statutory responsibility, has not been satisfactorily undertaken. Current documentation does not show a full and accurate awareness of the present situation. Procedures for child protection are satisfactory overall. However, suitable training for adults in the school is at present restricted to teaching staff and nursery nurses, despite the very active role taken by support assistants in the daily teaching and management of pupils. Safety checks of portable electric equipment are long overdue, with some items currently in use unchecked since 1994. The school is now aware of this concern and has plans to take appropriate action to resolve the issue as a matter of urgency.
31. Fire drills occur annually. However, the frequency of fire drills and procedures in the event of fire has not been clearly established and communicated. Some fire notices have important information missing. Satisfactory procedures are in place to care for pupils who become ill or who are hurt whilst in school. However, first aid records do not

follow the guidance on good practice issued by the appropriate government department. For example, there is no record of any treatment given by appointed persons, and no system to identify who is responsible for notifying parents of injuries that require further monitoring. Again the school is now aware of the improvement needed and has plans to take immediate action to improve the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards of care the head teacher and governors should:-

- a) undertake a full formal risk assessment of all parts of the school building and grounds and make the ensuing recommendations known to all staff and adults who work in the school on a regular basis;
- b) make arrangements for all staff who work with pupils to be fully trained in child protection procedures and have full awareness of signs of children at risk;
- c) arrange regular annual safety checks of portable electric equipment, including that used in staff rooms and offices;
- d) increase the regularity of fire drills and ensure fire safety notices displayed contain all relevant information, such as assembly points and how to get to them, and emergency telephone numbers;
- e) keep accurate records of first aid administered and ensure that systems are in place to identify who has responsibility to notify parents of any injury which may require further monitoring.

Paragraph Nos. 30. 31)

(The head teacher and governors have been made fully aware of the need to improve these systems and have started to take urgent action to resolve them.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	80	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	205
Number of full-time pupils eligible for free school meals		49

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register		59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	10	11	10
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	82 (80)	86 (84)	86 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	11	10	10
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	86 (84)	86 (84)	86 (88)
	National	84 (82)	88 (86)	88 (87)

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	13	12	14
	Total	25	27	30
Percentage of pupils at NC level 4 or above	School	74 (79)	79 (72)	88 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	13	13	14

	Total	27	26	29
Percentage of pupils at NC level 4 or above	School	79 (88)	76 (75)	85 (88)
	National	70 (68)	72 (69)	79 (75)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	160
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.7
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	155

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Financial information

Financial year	2000
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	£
Total income	403,049
Total expenditure	417,657
Expenditure per pupil	1,934
Balance brought forward from previous year	47,419
Balance carried forward to next year	32,811

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	17
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	70	26	2	0	0
Behaviour in the school is good.	66	32	2	0	0
My child gets the right amount of work to do at home.	46	44	6	2	0
The teaching is good.	70	26	0	2	2
I am kept well informed about how my child is getting on.	52	38	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	2	0
The school expects my child to work hard and achieve his or her best.	84	12	2	2	0
The school works closely with parents.	60	26	12	2	0
The school is well led and managed.	66	32	0	2	0
The school is helping my child become mature and responsible.	80	18	0	2	0
The school provides an interesting range of activities outside lessons.	72	14	10	2	2

Please note that on occasions figures do not add up to 100 due to rounding up of percentages.