

INSPECTION REPORT

ST TERESA'S RC PRIMARY SCHOOL

Wokingham

LEA area: Wokingham

Unique reference number: 110032

Headteacher: Mrs K Power

Reporting inspector: Gillian Keevill
8183

Dates of inspection: 3rd - 4th July 2001

Inspection number: 193103

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:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Easthampstead Road Wokingham Berkshire
Postcode:	RG40 2EB
Telephone number:	(0118) 9784310
Fax number:	(0118) 9770032
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Denis Murphy
Date of previous inspection:	24 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
8183	Gillian Keevill	Registered inspector
19650	Sue Thomas	Lay inspector
1710	Thelma Edwards	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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 - 7
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	8 - 11
WHAT COULD BE IMPROVED	11- 12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Teresa's is a Roman Catholic Voluntary Aided Primary school in the town of Wokingham. It is a popular school with two applicants for every place. There are 238 pupils on roll, with 113 boys and 125 girls. The ethnic background of the pupils is predominantly white (95 per cent). There are no pupils at present eligible for free school meals, which is well below the national average. The percentage of pupils with special educational needs at 10.3 per cent is well below the national average as is the number of pupils with statements 0.4 per cent. Three pupils speak English as an additional language but none are at an early stage of language acquisition. The attainment of the pupils on entry to the school is above average.

HOW GOOD THE SCHOOL IS

Overall the school operates very effectively. Standards of achievement are very good as are pupils' attitudes, values and personal development. The quality of teaching and leadership and management are all good and the school has made satisfactory improvement since its last inspection. The school offers good value for money.

What the school does well

- The school maintains high standards of attainment particularly in the core subjects at both key stages.
- Pupils behave very well, have very positive attitudes to learning and show good features of personal development.
- Teaching overall is good, with over 25 per cent of lessons being very good.
- The headteacher, with the support of the staff and governors creates an ethos that strongly supports learning.

What could be improved

- Curriculum provision for pupils under the age of five.
- Communication with parents.

The schools strengths outweigh its weaknesses and the areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, the school has made satisfactory progress overall and has maintained the high standards achieved by pupils. Teaching remains a strength of the school and teachers share expertise to ensure the best provision for pupils and to support less successful teaching. Some improvements have been made in the teaching of investigational work but further improvements are needed as the school has recognised in the current school improvement plan. Systems to assess pupils' work and their progress have been refined and developed effectively since the last inspection. Further work is planned to develop individual target setting for pupils and, where individual teachers have tried this, it has been effective and welcomed by parents. Special events to develop pupils' cultural and multi-cultural learning have been successfully implemented. There remains a need to develop pupils' cultural education more systematically through the curriculum and there are missed opportunities to do this. The school library has improved significantly since the last inspection, including the removal of inappropriate and out of date stock. The annual governors' report and school prospectus now meets statutory requirements. As well as the areas identified for action in the last inspection, the school has significantly improved the facilities for information and communication technology (ICT) which is beginning to have a very positive impact on standards of attainment in ICT. The school buildings have also been improved significantly so that from September 2001 the school will be able to meet the requirement to reduce class sizes in Key Stage 1. The school has the leadership and expertise to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	A*	A
mathematics	A	B	A*	A
science	A	B	A*	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

In the most recent (Year 2000) published tests for eleven year olds (Key Stage 2) attainment is in the highest five per cent nationally in English and mathematics and well above average in science. Compared with similar schools, attainment is well above average in all core subjects. In the most recent (Year 2000) published tests for seven year olds (Key Stage 1), attainment compared with all schools was well above average in reading, writing and mathematics. Compared with similar schools it was well above average in reading and mathematics and above average in writing. The percentage of pupils who reached higher levels of attainment (level 3) was well below average in writing and there is a slightly falling trend of attainment in writing since 1998, with the exception of 1999 when standards rose; this is against a rising trend nationally. As a result, the school targeted the teaching of writing as an area for improvement this year and standards have risen. In the work seen during the inspection, the team judged that across the school standards are consistently above average, particularly in the core subjects of English, mathematics and science. In most lessons, pupils make good progress. By the end of both key stages, standards are well above average in English and mathematics. Taking account of their prior standards of attainment, the majority of pupils have made satisfactory or good progress. Children under five (Foundation Stage) attain good standards and make satisfactory progress, but their achievements are not as high as they could be. This is because the curriculum does not provide sufficient opportunities in all areas of learning as set out in the Department for Education's 'Early Learning Goals'. The school has set statutory targets based on pupils' prior attainment with a small element of challenge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good; they have good attitudes to work and are actively involved in the wider life of the school.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and at break times.
Personal development and relationships	Personal development is very good. There are very good relationships in the school, especially between older and younger pupils and between pupils and adults.
Attendance	Attendance (97 per cent) is very high compared with other schools and there was no unauthorised absence.

Behaviour and quality of play at break times is very good. Older pupils play with and support younger ones, for example when playing at break time and through prayer partners. There is good attendance at clubs and extra-curricular activities and involvement with community activities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

Teaching overall is good; it is satisfactory or better in 95 per cent of lessons, good or very good in 75 per cent of lessons and very good in 25 per cent of lessons. It is unsatisfactory in 5 per cent of lessons. The teaching of English and mathematics is good and literacy and numeracy skills are well developed in all subjects. Where teaching is very good, teachers make it clear to pupils what is expected they should learn by the end of the lesson and this helps both teacher and pupils to focus on how successful they have been in their learning. Good teaching engages and motivates pupils and their learning is good. Other adults, particularly teaching assistants, support pupils' learning well. Their support makes a very positive contribution to the good progress made by most pupils with special educational needs. The weakest aspect of teaching is for children under five where the quality of teaching is more varied than in other stages. It is satisfactory overall due to some good teaching and effective interaction and intervention of adults (including teaching assistants), but in some lessons tasks are not well matched to the age and abilities of children and they, therefore, do not make the progress they should.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. It is broad and balanced and enhanced with the provision of a modern foreign language for pupils in Year 6. Provision for the under fives is overall unsatisfactory. The school is aware of this and the area has already been identified by the school in its development plan.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good overall. They are well supported by teaching assistants and voluntary helpers. They have clear targets for their learning in individual education plans.
Provision for pupils with English as an additional language	A small number of pupils at the school have English as an additional language. Those who joined the school speaking very little English have made very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good overall. The provision for cultural development is satisfactory.
How well the school cares for its pupils	The school makes good provision to ensure the safety and welfare of its pupils. Whilst day-to-day records are kept of incidents, the school does not have systems in place to monitor behaviour effectively, including bullying.

The curriculum provides a good balance of subjects and there are strong links in learning made across subjects, for example in art and mathematics; personal social and health education with science, ICT and mathematics. Cultural education is not well developed in subjects. Provision for ICT is good. The curriculum provision for the under fives does not have sufficient opportunities to develop their knowledge and understanding of the world, social development or learning through talk, enquiry and play. The children do not have enough access to the outside area as part of their learning environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The headteacher gives a clear educational direction to the school and promotes high standards. Strategic planning is good and the appropriate priorities for improvement have been identified in the development plan. Key staff undertake their roles conscientiously and contribute well to planning the curriculum.
How well the governors fulfil their responsibilities	Governors meet their statutory responsibilities well through good delegation of responsibilities and effective committee structures. Governors keep well informed about the work of the school and understand its strengths and weaknesses.
The school's evaluation of its performance	There are good systems in place to evaluate the effectiveness of the school and the school uses this information well to plan. The school monitors its work satisfactorily but has identified in its development plan the need to develop the monitoring role of staff with management responsibilities and make better use of pupil tracking data to set pupil targets and to measure their progress.
The strategic use of resources	Financial administration is good and developments are carefully budgeted for in the school improvement plan. For the last two years there has been a very high under spend that the school plans to rectify this year.

The leadership and management of the school by the headteacher, key staff and governors are good. The school takes measures to analyse and evaluate its strengths and weaknesses and to use this information to plan the necessary improvement. The school has carried forward a high under spend for the last two years but plans to reduce this to a more acceptable level in the next year. There is a satisfactory understanding of the principles of best value but the school does not yet sufficiently consult with parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The standards that the school achieves and the progress made by their children. The values and the Catholic Christian ethos that the school promotes. Children are happy and like coming to school. The school is well led and managed. 	<ul style="list-style-type: none"> Consultation with the school for example: better information about their child's progress and means of supporting their learning; desire for the school to seek their views and concerns more actively; provision in the mixed Reception/Year 1 classes. Consistency in the setting and marking of homework. A more balanced curriculum eg to include a greater proportion of sports and the arts and a greater range of extra-curricular activities.

The inspection findings uphold all the positive parental views of the school. They do not uphold parents' views on the curriculum. They judge that, compared with all primary schools, there is a satisfactory amount of extra-curricular activity and that the curriculum is well balanced. The inspectors partially uphold parents' concern about the information received on pupils' progress. They found written reports to be satisfactory but lacking in detail about how to improve and how parents could support pupils' learning. The school has good systems to monitor and record pupils' progress but does not yet consistently use this information to set individual pupil targets or to report progress to parents in the regular termly meetings. The inspectors agree that the school does not sufficiently

or proactively seek parents' views and concerns. The inspectors agree that there is inconsistency in the provision for pupils in Year R/1 and in the setting of homework across the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school maintains high standards of attainment particularly in the core subjects at both Key Stage 1 and 2.

1. In the most recent (Year 2000) published tests for eleven year olds (Key Stage 2) attainment was in the highest five per cent nationally in English and mathematics and well above average in science. Compared with similar schools, attainment was well above average in all three core subjects. In the most recent (Year 2000) published tests for seven year olds (Key Stage 1), attainment, compared with all schools, was well above average in reading, writing and mathematics. Compared with similar schools, it was well above average in reading and mathematics and above average in writing. In lessons, inspectors confirmed these high standards and found standards to be consistently above average, particularly in the core subjects of English, mathematics and science.
2. In English, Year 1 pupils form letters accurately and spell simple monosyllabic words correctly. Most of them write in sentences with capital letters and full stops. Their writing communicates meaning and sometimes uses interesting ideas. Teachers encourage the use of wordbooks, which pupils use independently. They understand that letters have sounds and can find the right page in the wordbook. This enables them to find words and spell correctly. By Year 2, pupils understand the format of a question and remember to use question marks when writing a question. They generally use punctuation correctly. In Key Stage 2, the focus on extended writing ensures good quality in writing. This writing is developing well in Year 3 and has addressed the lack of higher attainment in writing when these pupils were in Year 2. Their basic punctuation is good and they can draft and share their ideas. There is a continued focus on high standards throughout Key Stage 2 where effective teaching balances attention on writing with the development of pupils reading and oral skills. For example in Year 4 pupils have a good understanding of speech marks and accompanying punctuation and can write dialogue with speech marks. Older pupils can analyse different texts and means of communication. An example of this is in Year 5 where pupils have studied the story 'Tom's Midnight Garden' in book form, tape and video. They respond well to these different formats and can identify differences and how characters and key features change. Teachers are not afraid to set challenging tasks for pupils as in a Year 6 debate on 'Fair Trade'. Pupils contributed well to the debate, most listened to each other's opinion and all gave thought to their arguments. There is a very good standard of reading aloud which Year 6 pupils do with expression and accuracy. Pupils' literacy skills are well reinforced in all subjects so that technical words are spelled correctly and teachers display key words on the board to assist pupils.
3. In mathematics, Year 1 pupils are encouraged by the teacher to give explanations for their answers. Most pupils do this well; for example in one class a pupil gave a clear explanation on how to use near doubles when adding two numbers. By Year 2, the majority of pupils have understood the concept of doubles and near doubles and higher attaining pupils can halve and double numbers up to 100 and can add and subtract two digits mentally. In Key Stage 2 good teaching ensures that pupils are challenged and continue to achieve high standards. For example in Year 4 pupils use decimal notation and know what each digit in a decimal fraction represents. Year 5 pupils understand the 24-hour clock and can write the correct timings in digital and analogue format. Numeracy skills are well developed in other subjects as in art where pupils measure and use a compass and in science where pupils estimate and count the number of seeds in pieces of fruit.
4. Above average standards are also in evidence in other subjects. In a Year 2 science lesson, pupils' discussions and observations when looking at slices of fruit (shape, colour, seeds and number of seeds) were of a high standard. The lesson was well structured, with effective questioning by the teacher to elicit this high quality response from pupils. In information and communication technology (ICT), Reception and Year 1 pupils are developing good skills; they

can collect data, enter it into a computer program and retrieve information from a screen. ICT is well used to support the development of other subjects, for example literacy in Year 5 where pupils use word processing skills, including the use of a spell checker, to write up an assignment. Year 6 pupils can confidently scan photographs, record sound and speech and import pictures for a multi-media presentation about their recent school journey. By Year 6, pupils can save work confidently in files and folders and can develop and refine their work for example by changing font, size and orientation.

Pupils have very good behaviour and attitudes to learning and their personal development is good.

5. Pupils' attitudes and behaviour were judged to be very good in over 75 per cent of the lessons observed during the inspection. Pupils listen well to clearly given instructions, which enables them to begin work with the minimum of fuss. In literacy and numeracy lessons after whole class teaching even the youngest children find any resources required and move quickly to their groups. Where the task demands that they work with a partner or in a group they do this sensibly and there is a high level of co-operation between pupils, for example taking turns in a physical education lesson or producing work together at a computer. Another example of this is in a Year 5 mathematics lesson where pupils had to work in pairs on a task, they took turns in working out their answers and organised themselves without argument. In art pupils had to measure each other's faces using string and cutting this to the required length. They did this responsibly and sensibly. In physical education pupils use and share equipment well and work hard to maintain a good level of physical activity. Pupils are enthusiastic learners and, when given the opportunity, pose questions that show that they are giving great thought to their work, as in a Year 2 English lesson where they turned statements into questions and posed them to their peers who answered them well. In all lessons, pupils contribute eagerly to questions posed by teachers. This was shown particularly well in a Year 2 science lesson where they make eager contributions to a word bank.
6. Pupils can get very excited about their work but can quickly calm down in order to listen to the teacher or move on to the next activity. This was shown in a lively lesson on punctuation where pupils had to suggest where speech marks, commas and question marks go. Even on the rare occasion when tasks have been less clearly explained, their behaviour remains good and they seek further clarification from the teacher. There is very good behaviour in all lessons.
7. The standard of behaviour observed at breaks and lunchtimes was very good. Older pupils play with younger pupils, for example in a skipping game. When the signal goes for the end of break time pupils respond immediately and line up quickly and quietly so that the next school session begins promptly. The school offers extra-curricular clubs and the attendance at these clubs is good. During the inspection week, the inspectors observed an enthusiastic gardening club where pupils are taking responsibility for the care of their environment and producing some excellent results.
8. Relationships in the school are good. School monitors undertake their role sensibly and there are generally good relationships between older and younger pupils. Both parents and pupils valued the opportunity for pupils to have 'prayer partners'. Pupils play an active role in the wider life of the school wherever there are opportunities, for example the numerous charities that the school supports, the town gardening competition, Parish Masses and special weeks like the ICT and multi-cultural weeks.

Teaching overall is good, with 25 per cent of lessons being very good.

9. Teaching overall is good; it is satisfactory or better in 95 per cent of lessons, good or very good in 75 per cent of lessons and very good in 25 per cent of lessons.
10. Where teaching is very good, teachers use questioning skills effectively. There are a number of examples of this across all age groups. In the Reception and Year 1, effective questioning enables a pupil to give a very clear explanation, using good mathematical language, of how they used near double numbers to add two numbers. In a Year 2 science lesson, open-ended questioning led to a lively and well-led discussion about the shape, colour and number of seeds

in fruit. In art in Year 4, the teacher's questioning encouraged a good standard of discussion about and evaluation of art works. Most notably by Year 6 pupils are able to undertake for themselves a well structured debate. Here the teacher facilitates the debate with well timed intervention and further prompting which skilfully keeps the flow of the pupils' own discussion going.

11. The quality of interaction by other adults, particularly teaching assistants, is very good. They are well prepared and have a good understanding of what is required of them. They support pupils learning well, especially pupils with special educational needs. Their support makes a very positive contribution to the good progress made by most pupils with special education needs.
12. Teachers use a good range of strategies to keep pupils interested and engaged with their work. Pupils are given opportunities to work individually, in pairs and in groups, which even the youngest pupils do well. For example in a literacy lesson children worked in pairs to tell one another a sentence and to check that it made sense. The teacher then facilitated direct teaching by using an overhead projector transparency of the work sheet to be used to model effectively what the pupils had to do. Finally they worked busily in groups where pupils talked about their work with each other and other adults in the class. Most teachers display key words and prompts on the board and pupils use these prompts to support their work, particularly their written work.
13. Where teaching is very good, the key feature is the way the teacher makes it clear to pupils what it is expected of them by the end of the lesson ie what they will be able to do and what they should know and understand. In these lessons, pupils are clear about what they have to do and know how to improve their work.
14. Most teachers ensure that the work is planned so that all pupils are challenged, for example they might plan different work for different levels of ability or make it clear to pupils where there are different expected outcomes of their work. The teachers do this most effectively where they have taken account of the specific learning needs of the individual pupils in their group and it is least effective where teachers have simply provided work at different levels without taking sufficient account of the specific needs of individual learners.
15. Pupils respond well to the teachers' high expectations of their work and behaviour. In an art lesson in Year 4, pupils respond to the demands of the lesson and the presentation of their work is of a good standard, showing that they have good observational skills. Teachers encourage pupils' constructive criticism, for example in a Year 3 extended writing lesson, and this is contributing positively to raised standards in writing. Year 6 pupils show maturity in discussing sensitive issues about puberty in a personal social and health education lesson; they discuss honestly and show respect for each other's feelings.
16. Lessons are well organised and managed so that pupils are highly motivated and always persevere and remain on task. Overall, teachers' subject knowledge is good, particularly in numeracy and literacy; teachers are implementing the National Literacy and Numeracy Strategies well. The focus on raising standards of writing through focused extended writing sessions is particularly effective. The very small amount of unsatisfactory teaching is where subject knowledge of the under fives curriculum is less secure.

The headteacher, with the support of the staff and governors creates an ethos that strongly supports learning.

17. The headteacher gives a clear educational direction to the school and promotes high standards of achievement. This is evident in all aspects of school life. The headteacher and governors have worked extremely hard over recent years to secure improvements and an extension to the school buildings in order to improve the quality of education and in particular to reduce class sizes at Key Stage 1. In interviews with staff and pupils, the commitment to high standards is evident as is the high level of motivation. Teachers who have responsibility for leading the development of subjects do this effectively. They plan well and ensure that resources are adequate to meet the demands of the curriculum.

18. Teaching and support staff are well deployed to make the best use of expertise and interests; for example two teachers share the teaching of art and ICT. The school has experienced difficulties in recruitment but the effects have been minimised by the high commitment of part-time staff to the school and this has alleviated an otherwise difficult situation. Parents and other adult volunteers contribute very positively to teaching and learning, giving good support in the classroom.
19. There are good systems in place to measure the effectiveness of the school and overall monitoring is satisfactory. The school records statutory and non-statutory test results well. It analyses and evaluates the end of key stage tests and teacher assessments to identify areas for future improvement. Teachers are observed regularly by the headteacher and deputy headteacher and their teaching plans scrutinised. This information is used effectively to guide the school development plan. School development planning is good and has identified appropriate priorities. As identified in the plan, the school is beginning to develop the monitoring role of other staff with management responsibilities. The plan also addresses the need to make more effective use of its good pupil tracking data, for example to target groups for improvement, to set individual pupil targets or to measure pupil progress.
20. The governors are well informed about the school through regular reporting by the headteacher and subject leaders and their own focused visits to the school. They are fully involved and have a good understanding of the school's strengths and weaknesses.

WHAT COULD BE IMPROVED

Curriculum provision for pupils under the age of five.

21. Whilst the attainment of children under five (Foundation Stage) is above average, their achievements are not as high as they could be. Attainment is above average on entry to the school and standards in Year R shows that most pupils have reached the expected standard in language and mathematics by the time they start statutory education. Children, therefore, make satisfactory progress in the Foundation Stage. However, the curriculum for the under fives does not sufficiently address the areas of learning as set out in the Department for Education Guidance and the more formal approach of the mixed Year R/1 does not provide children with enough opportunity to learn through talk, enquiry and play.
22. The weakest area of learning is the provision to develop children's knowledge and understanding of the world. Social development is not always sufficiently targeted and is restricted by the more formal structure of the class. The outside area is not well developed as part of the learning environment for the under fives.
23. All teachers of the Year R/1 classes work hard to provide work at different levels for pupils and often this is successful and the quality of learning good. However, this is not consistent across classes or lessons and there are occasions when neither younger nor older pupils make progress in lessons.

Consultation with parents.

24. Parents support all that the school stands for, particularly the strong Catholic Christian ethos and the school's commitment to high standards of attainment. Parents have a very strong commitment to their children's education and are keen to be fully involved in their education. The results of the parents' questionnaire and views expressed at the parents' meeting identified that parents have some concerns and things that they would like to be better at the school. The key improvement that they would wish to see is concerned with that of communication.
25. Information to parents is satisfactory. They receive regular newsletters and governors meet their statutory requirement in reporting annually to parents and provide an opportunity for parents to discuss that report. However, parents do not think they are sufficiently informed and consulted about the school. For example, at the parents' meeting, parents expressed concerns about the mixed age Reception and Year 1 classes and do not feel they were being consulted or kept informed about arrangements for the next academic year. A number of parents were

positive about the communication with the school through their child's class teacher or arranging to see the headteacher. A small but significant number did not share this view and said they did not feel comfortable about approaching the school with questions or a problem.

26. The school reports regularly on pupils' progress. Written reports are satisfactory. They are less effective in making it clear how pupils can improve and how parents can support them. Parents welcome the opportunity to receive termly verbal reports from class teachers. Some parents expressed the view that they did feel informed about whether their child was making sufficient progress or how to support them in the learning. The inspectors judged that written reports are satisfactory but agree that the reports do not give sufficient information about what pupils need to do to improve. Inspectors found that the school has good individual pupil progress information that could usefully inform parents' meetings. Individual target setting is used by some teachers and used to inform these verbal discussions with parents. Parents with pupils in these classes are very positive about this initiative. This is not part of whole school practice but is identified in the school improvement plan as an area for improvement
27. Overall the inspection found that, whilst communication with parents is satisfactory, the school does not sufficiently or actively seek the views and concerns of parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The school should now:
- (a) Improve the curriculum provision for children under five by ensuring that teaching and learning plans address the areas of learning as set out in the Department for Education guidelines (paragraphs 21 – 23); and
 - (b) put in place systems to seek parents' views and concerns and enable them to be more actively involved in supporting their children's learning (paragraphs 24 – 27).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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	20	55	20	5	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.2

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	19	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	16	16	16
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (97)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	17
	Girls	16	15	16
	Total	34	33	33
Percentage of pupils at NC level 2 or above	School	97 (94)	94 (100)	94 (81)
	National	84 (82)	88 (86)	88 (87)

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

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	14	24	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	22	24	24
	Total	35	37	38
Percentage of pupils at NC level 4 or above	School	92 (88)	97 (81)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	23	24	24
	Total	36	37	38
Percentage of pupils at NC level 4 or above	School	95 (77)	97 (81)	100 (81)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	4

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)	8.4
Number of pupils per qualified teacher	2.7
Average class size	34

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	111

FTE means full-time equivalent

Financial information

Financial year	2000
	£
Total income	421,948
Total expenditure	412,530
Expenditure per pupil	1,833
Balance brought forward from previous year	37,705
Balance carried forward to next year	47,123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	36	6	2	0
My child is making good progress in school.	42	46	9	1	2
Behaviour in the school is good.	67	28	3	0	2
My child gets the right amount of work to do at home.	31	48	16	3	2
The teaching is good.	45	44	5	3	3
I am kept well informed about how my child is getting on.	27	47	18	5	2
I would feel comfortable about approaching the school with questions or a problem.	42	42	11	4	0
The school expects my child to work hard and achieve his or her best.	65	31	3	0	1
The school works closely with parents.	21	47	26	3	2
The school is well led and managed.	58	35	0	3	3
The school is helping my child become mature and responsible.	51	40	6	0	3
The school provides an interesting range of activities outside lessons.	12	35	32	12	7