

INSPECTION REPORT

ST. TERESA'S RC PRIMARY SCHOOL

Hartlepool

LEA area: Hartlepool

Unique reference number: 111694

Headteacher: Eileen Cahir

Reporting inspector: Brian Espiner
30600

Dates of inspection: 8th - 9th July, 2002

Inspection number: 198990

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Roman Catholic Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Callander Road Hartlepool
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr. Thomas Cunningham
Date of previous inspection:	28 - 31 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Teresa's is a very happy Roman Catholic voluntary controlled primary school on a pleasantly green campus in Hartlepool. There are 52 children in the nursery, who attend part-time, either in the morning or the afternoon. There are 309 full-time pupils in the main school. All pupils are baptised Roman Catholics, and no pupil is from an ethnic minority or has English as an additional language. There are 99 pupils (27.4 per cent) on the register of special educational needs (SEN), an above average proportion, and six pupils have statements of SEN, which is broadly average for a primary school of this size. Pupils enter the school with attainment that is in line with the Hartlepool local education authority (LEA) average, except in writing, where it is below the LEA average. Attainment on entry to the school is generally below that found nationally.

HOW GOOD THE SCHOOL IS

This is a highly effective school that provides its pupils with a very good, broad and balanced education, dedicated to producing rounded individuals who think deeply and care about others. Standards are very high, and have been so for several years. Pupils make very good progress. The school was named in 1998 as one of the top 100 primary schools in England. In 2001 it was designated a Beacon School, which it thoroughly deserves. The attitudes and behaviour of pupils are very good. The headteacher is an excellent leader and an excellent manager, and she carries everybody with her, justifiably earning very high praise from staff, governors and parents. Leadership and management are generally very good overall. Teaching and learning were found to be good during the inspection, but pupils' progress over time indicates that teaching is very good. Improvement since the last inspection has been very good, and the school provides good value for money.

What the school does well

- The leadership and management of the headteacher, key staff and governors are very good. The school's performance is monitored and evaluated very well, and very effective action is taken in the light of this. The school's strategic planning is very good. The governing body is highly effective in fulfilling its responsibilities.
- Since the last inspection, standards have been consistently well above average in English, mathematics and science. Pupils' progress is very good throughout the school.
- The provision for pupils' personal development is very good. For their spiritual, moral and social development, it is excellent.
- The attitudes and behaviour of pupils are very good, as are relationships and personal development.
- Improvement since the last inspection has been very good.
- Parents, justifiably, have very high opinions of the school.

What could be improved

- In governors' documents to parents, there is no reference to the school's National Curriculum targets. Nor is there a statement indicating parents' right to withdraw their children from religious education (RE) and collective worship. These are statutory requirements.
- There is no formal system of recording temporary absence; for example, for visits to the doctor during the school day.

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 October 1997. There were two major recommendations. The first was to raise attainment in information and communication technology (ICT) at Key Stage 2 and to use it to support all subjects. Very good progress has been made here. Good progress has been made in tackling the second recommendation, to give further emphasis to the skills of drama and music composition. Teaching and learning have improved, and leadership and management have remained very effective. Since 1998, standards have improved. Improvement has been very good overall.

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	C	A	A
Mathematics	B	B	A	A
Science	A	B	A	A

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

In the last four years, standards in Year 6 have risen in line with the national trend. Standards at the end of Key Stage 1 are well above the national average in reading, writing and mathematics. Year 2 national test results in mathematics were in the top five per cent in comparison with similar schools. Standards in musical composition are above expectations, and drama standards are at least in line. Standards in information and communication technology (ICT) are above average in every area, and well above average overall. In consultation with the LEA, the school sets targets every year for the proportion of Year 6 pupils reaching the expected level of the National Curriculum in English and mathematics. These targets are realistic, as they are based on the tracking of each pupil through the school, and challenging, in that they are generally raised over the years. The school reaches its targets, and pupils make very good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils like school and enjoy learning.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite, friendly, caring and helpful. This is largely due to the excellent ethos of the school and the hard work and dedication of staff.
Personal development and relationships	Pupils are very aware of the needs of others and act accordingly. They welcome responsibility. Relationships are very good, between staff and pupils and amongst pupils themselves.
Attendance	Attendance is above average, and unauthorised absence is below average. Punctuality is good. The school works very hard to keep attendance rates high.

TEACHING AND LEARNING

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

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

Literacy, numeracy and information and communication technology (ICT) are taught well, and supported very well in other subjects. Teachers' planning and methods are effective. Expectations are high and class management is good. Pupils try hard and do their best. They are interested and concentrate well on what they have to do. Their acquisition of skills, knowledge and understanding is good, and often very good. Pupils with special educational needs (SEN) make good progress in lessons, as do more-able pupils. Only 27 lessons could be observed during the two days of the inspection. Taking account of pupils' very good progress in their time at the school, teaching and learning are very good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and statutory requirements are met. A very good range of extra-curricular activities – visits, visitors and clubs - supports and extends learning well.
Provision for pupils with special educational needs	This is good. All pupils are fully included. Classroom assistants support special needs well, and do a good job.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for personal development is very good. For spiritual, moral and social development it is excellent. For cultural development it is good overall, being very good for pupils' own culture and for some examples of different world cultures, and satisfactory for equipping pupils for life in a multi-cultural society.
How well the school cares for its pupils	The school cares for its pupils well. The welfare of pupils is very important to all members of staff, but there are no formal procedures for monitoring personal development. Assessment is very good in core subjects, good in ICT, and satisfactory in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent headteacher is ably supported by a highly competent senior management team. Subject leaders are conscientious and effective, although not all co-ordinators regularly monitor lessons in their subjects in all classes.
How well the governors fulfil their responsibilities	Governors have a very good understanding of the strengths of the school and of the very few areas where it could improve. They play a full part in taking the school forward, ensuring that the school's aims and values are reflected very well in its work. They fulfil their responsibilities very well.
The school's evaluation of its performance	This is very good. The school development plan (SDP) is put together with meticulous attention to detail, with individual action plans for each subject. Test results are analysed very well, and the results of this analysis are used very effectively to correct any individual or group misunderstandings.
The strategic use of resources	Financial planning supports educational priorities very well. The governors' finance committee is astute and prudent. The governing body applies the principles of best value (comparison, competition, consultation and challenge) very well; for example, in choosing to invest in classroom assistants. All large items of expenditure are put out to tender.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • The school expects children to work hard and achieve their best • The school is well led and managed • The school helps children to become mature and responsible • Behaviour in the school is good • Children make good progress • Parents feel comfortable about approaching the school with questions or a problem • Children like school • The school works closely with parents, who are kept well informed about how their children are getting on • Children get the right amount of work to do at home • The school provides a range of interesting activities outside lessons 	<p>There is nothing that a significant number of parents would like to see improved.</p>

All the points in the left-hand column of the table had over 90 per cent agreement in the parents' questionnaire, and this covers all the questions. The return rate for the questionnaire was over 70 per cent, a very high proportion. At the pre-inspection meeting for parents, which was well attended, parents' views were overwhelmingly positive. Virtually all written communication from parents was supportive and fulsome in its praise of the school. The inspection team is very pleased to agree wholeheartedly with parents' very positive opinions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher, key staff and governors are very good. The school's performance is monitored and evaluated very well, and very effective action is taken in the light of this. The school's strategic planning is very good. The governing body is highly effective in fulfilling its responsibilities.

1. The headteacher does an excellent job in both leadership and management. She is tireless in her dedication to the school and the pupils, and uses her naturally optimistic personality and very good sense of humour to carry everybody with her. The senior management team is also dedicated, hard working and highly competent, so the headteacher is ably supported. Subject co-ordinators are effective in promoting standards in their subjects. They monitor planning and the standards of pupils' work, and help other members of staff with any questions or problems. At present, not all subject leaders observe lessons in their subjects in all classes on a regular basis, but the school plans to introduce this, thus extending the very good practice already in place in English, mathematics, science and ICT.
2. The school has an excellent system for inducting new staff, who are involved in the school 'family' from the start, and expected to embrace the philosophy of the school and give of their best, whilst being fully supported by their assigned mentor and all other members of staff. In addition to this, newly qualified teachers (NQTs) use the LEA's induction scheme. The school has a policy of employing a good number of NQTs and training them beyond their initial college courses, and this works very well, enabling the school to keep good new teachers as they join the family and do not want to leave the school. Some of these NQTs have often already done their teaching practice at the school when studying to be teachers at the University of Sunderland, although the two present NQTs are from the University of Northumbria. The school is a very good provider of places for students in initial teacher training.
3. Senior staff monitor and evaluate the school's performance very well. All pupils are individually tracked throughout the school in English and mathematics. Pupils are tested continually (as they always have been in good schools), from the LEA baseline tests on entry, through the national tests in Year 2 and the optional tests in Years 3, 4 and 5, to the Year 6 national tests. The performance of each pupil in English and mathematics is analysed, and from this they are given targets for improvement. Predictions are based on this analysis, leading logically to school targets. General areas of concern are also highlighted and tackled. Most of the analysis is done by the very competent deputy headteacher. The amount of time she has to spend on this could be reduced significantly by the introduction of a computerised system of assessment management. Apart from this, the school's use of ICT in administration is good.
4. Strategic planning is very good. The highly appropriate and very sensible school development plan (SDP) is meticulous in its construction. It starts with a comprehensive list of success criteria. There are first- and second-priority items, chosen wisely and carefully considered. Every item is timed and costed, and responsibility is indicated for each step. Every subject has its own action plan, contributed by the subject leader. All NQTs are given a minor role in subject co-ordination, so every teacher is involved in putting the plan together.
5. There is a tangible feeling of very effective teamwork throughout the school. All staff are hard working and dedicated to providing the best for pupils in all areas. There is an expectation everywhere in the school that everybody – staff, governors, and pupils – will go the extra mile. This extends even to the school kitchen, which provides excellent school meals with an emphasis on healthy eating. The school has applied for a *Healthy School* award. The administrative staff often work beyond their paid hours because it is as much their school as everybody else's. Outside school hours, the caretaker regularly patrols the grounds with his dog in order to deter vandalism, and this works well. This overall dedicated teamwork gives the school a genuine shared commitment to improve and an excellent capacity to succeed.

6. The governing body works hard and takes its responsibilities very seriously. Governors are justifiably proud of the school and the pupils, and willingly give up their free time for no reward other than the knowledge that they are giving something back to the community. They have a very good understanding of the school's strengths, and a very good perception of comparative weaknesses. For example, they expressed concern that, in 2001, the proportion of Year 6 pupils reaching the higher level 5 in mathematics was "only average" (this is a quote from them) compared with schools that got similar results in Key Stage 1 tests four years previously, even though the proportion was above average nationally, and also when compared with schools with a similar number of free school meals; so it is far from a real problem. This shows that governors' expectations are very high, and they have a genuine commitment to improvement. The governing body has a very effective committee structure, and meetings are timetabled well to enable committee recommendations to feed naturally to full meetings. Governors take a full part in shaping the direction of the school, and ensure that there is an excellent reflection of the school's aims and values, based firmly on Christian principles, in its work.

Since the last inspection, standards have been consistently well above average in English, mathematics and science. Pupils' progress is very good.

7. Results in national tests change over time, reflecting the numbers of more-able pupils and the numbers with SEN, which change from year to year. However, if these results are "ironed out" statistically, it is obvious that standards are consistently well above average at the end of both key stages in the three core subjects. The proportion attaining higher levels in national tests is usually above or well above average and sometimes very high; for example, two thirds of Year 6 pupils achieved the higher Level 5 in science in 2001, putting the school in the top five per cent of primary schools nationally, and also when compared with similar schools. From this, it can be concluded that more-able pupils are challenged well and make very good progress. The proportion reaching only the lower levels in national tests is low, considering the number of pupils with SEN. Many of these pupils reach nationally expected standards. From this, it can be concluded that pupils with SEN make good, and often very good, progress.
8. Standards in Year 6 are now above average in English. They are well above average in speaking, listening and reading, and broadly average in writing. Pupils enter the school with below average attainment in writing in comparison to the LEA average, so this represents very good progress. They become good speakers as they go through the school, and good listeners from the start, as the school expects this, and pupils comply. Reading is promoted as something that is enjoyable as well as necessary, and pupils respond by reading widely, improving their skills well as they move through the school. A goodly number, mainly the more able, read avidly. Parents help a great deal, here. Standards in writing are promoted very well in other subjects. Pupils are given opportunities to write for a range of purposes, be it to persuade in geography or to record in science. They express themselves well in poetry, which they sometimes turn into song.
9. In mathematics, standards are well above average at the end of Key Stage 1 and throughout Key Stage 2. This is particularly evident in using and applying mathematics. Pupils explain their thinking well, and the school's very good emphasis on investigation and problem-solving pays dividends in giving pupils real understanding of what they are doing. It also engenders a genuine liking for the subject, which became obvious when talking to pupils. In every year, many pupils said that their favourite subject was mathematics, and that they really enjoyed solving problems and working things out, although a minority said that they liked the subject because they felt good about getting ticks in their books and being able to get things right. The fact that they are getting ticks and getting things right is a good indication that the school is getting things right, too.
10. There was not enough time in the inspection to consider pupils' work in science in any depth. Science was examined in the light of how literacy, numeracy and ICT were used to support the subject and be supported by it. In this examination, it became apparent that standards in science are at least above average. It was also apparent that science is used well as a vehicle for learning more about these other subjects and giving pupils an opportunity to extend their

knowledge and understanding in real situations. Moreover, the application of literacy, numeracy and ICT increases pupils' knowledge and understanding of science, so the relationship is mutually beneficial. This was apparent in other subjects as well. Inspectors were very pleased to see so much cross-curricular interaction.

11. Children get a very good start at the Foundation Stage. This is built on very well through the rest of the school. Teachers know what each pupil has achieved so far, because of the school's tracking system, and they use this to maximise learning for individuals and groups of pupils. It works very well. Children enter the school with attainment in line with the average for Hartlepool, except in writing, where attainment is below the LEA average. Attainment is generally below that found nationally. Pupils leave the school with standards that are generally well above average in core subjects and ICT, so their progress has been, and is, very good. One consequence of this is that teaching and learning, found to be good during the inspection, must be very good over time. Teachers are often less adventurous during inspections as, quite naturally, they tend to be more conservative when they are being judged.
12. Pupils' progress is greatly helped by the very low mobility of pupils, as only about one per cent enter or leave the school every year at times other than starting Reception and leaving Year 6. This provides continuity in their education, and every pupil becomes well known – including those who do join and leave the school in different years, as there are so few of them. The tracking of pupils' progress therefore becomes more meaningful and useful, and the school is able to use data about individuals to correct misunderstandings more easily.

The provision for personal development is very good. For spiritual, moral and social development, it is excellent.

13. The provision for spiritual development is excellent. This is not restricted to religious – in particular, Roman Catholic – considerations, although these obviously play a major part. Pupils are encouraged to consider their emerging beliefs about themselves and their place in the world, as well as their belief in a supreme being. They are given opportunities to experience awe, wonder and excitement in lessons and assemblies. They have short times of reflection at most prayer-times and in assemblies, which adds up to ten or more times a week. Pupils take this seriously and treat it with reverence. More important than this, however, is the all-pervading spiritual provision in the whole ethos of the school.
14. The provision for moral and social development is also excellent, and is firmly tied to modern Roman Catholic belief and to spiritual development. From entry to the school, pupils are imbued with the ideas of what is right and what is wrong, the importance of honesty, consideration of other people's feelings and beliefs, and that they should do unto others as they would be done by.
15. The excellent provision for spiritual, moral and social development was well illustrated by a whole-school assembly during the inspection. Pupils entered the school hall in good order and with due reverence. They sat and joined in a joyful hymn on celebration and singing, which built up in volume as more classes came in. All classes were joining happily in the singing whilst in the corridors before entry, and there was a genuine spiritual ambience from the start. The attendance cup was presented, with suitable excitement from pupils, to the class with the best attendance for the week, from statistics put together by a pupil with SEN in a wheelchair, who rightly revelled in her special place in the procedures. Hymns were sung with feeling and happiness, and prayers were said with conviction. The headteacher asked all pupils to contemplate the choices they had made or would make during the week, with regard to how they treated others. Seven Year 6 pupils sang sweetly and tunefully, including a very brave duet by two boys, subsequently joined by the whole school. Year 3 pupils took their place on stage as their teacher blew out the candles and introduced the theme – the Mick Inkpen version of the Creation. There was very good movement and mime from the class, with some background music including the very good use of Grieg's 'Morning'. The theme was 'how we should look after our environment better'. One boy captivated the audience, which included a large number of parents, by asking, "Now that's not very clever, is it?" when considering the mistakes that

God's clever creation, humankind, has made in preserving the World. Louis Armstrong's 'Wonderful World' was played, and the pupils signed it, taking their cues from the teacher. It was a moving and very spiritual experience for everybody. The headteacher congratulated the class, and pupils exited whilst singing, "All over the world the spirit is moving". The feeling of happiness and togetherness was everywhere apparent. Pupils continued singing all the way back to their classes. Inspectors agreed that it was one of the most moving assemblies they had witnessed in many years of collective experience, and it was judged to be excellent. Parents and others in the audience said that it was by no means unusual, and that the school achieves these heights at least once a week.

16. The provision for cultural development is good. Pupils' ideas of their own culture are promoted very well, including a consideration in Year 4 of the history of the monkey in Hartlepool and the election of Hartlepool United's mascot, H'Angus, as the borough's mayor. Considerations of local and British history and literature, and European music and art, all add well to pupils' understanding of their own culture. Pupils also examine other religions, and cultures in other parts of the world, such as countries in Africa, and the culture of Native Americans. However, when it comes to giving pupils an idea of what life is like in multi-cultural Britain, the school is disadvantaged by being entirely mono-cultural, so pupils and their families cannot be used as a resource. The school is aware of the difficulty, and this part of cultural provision is tackled within the RE syllabus, so provision for living in our multi-cultural society is satisfactory.

The attitudes and behaviour of pupils are very good, as are relationships and personal development.

17. Thirty lessons were observed where a judgement was made on attitudes and behaviour. In 24 lessons (80 per cent), attitudes and behaviour were good or better. In nine lessons they were very good, and in four lessons they were excellent. No unsatisfactory behaviour was observed at any time during the inspection, in lessons or around the school. Pupils apply themselves diligently to their work, and are keen and eager to succeed. Almost all lessons are interesting but, even on the rare occasion when they are not, pupils still get on, do their work and try hard. This is largely due to the school's ethos, and the hard work and consistency of staff in applying the school's very good policies and procedures for promoting good behaviour and eliminating oppressive behaviour. Pupils are expected to behave well and work hard, to such an extent that they themselves expect it and respond accordingly. Throughout the school, pupils were polite and courteous during the inspection, standing back and opening doors, wishing inspectors "good morning" or "good afternoon", and being genuinely inquisitive without ever overstepping the mark or being insensitive. They behaved with maturity beyond their years.
18. Pupils exhibit an unusually good respect for adults and for each other. It was heart-warming to witness the way that pupils treat their less fortunate friends in wheelchairs or with other special needs. Staff provide very good models for this. There is obvious mutual respect between staff and pupils, and between pupils themselves. Relationships are very good all round. Pupils are proud to belong to the school community, and they take on responsibility in this light. They really like the idea of, for instance, being door-monitors at lunch and break, and any responsibility is viewed as something special. This encouragement to be independent starts early in the school, not just with monitorial duties like taking the register to the office, but also in learning. From starting nursery, children are encouraged to be independent learners. Throughout the school, this emphasis continues. For example, there is a consistent, and very good, emphasis on individual investigation and problem solving in mathematics.

Improvement since the last inspection has been very good.

19. The last inspection took place from the 28th to the 31st of October 1997. It was a generally positive report with few criticisms, and had only two Key Issues for action, i.e.,
 - (i) Raise attainment in ICT at Key Stage 2 and develop these skills more consistently to support all subjects;
 - (ii) Give further emphasis to the skills of drama and musical composition throughout the school.

The school's good action plan was short, sensible, and to the point, and it has been annotated and updated at regular intervals.

20. ICT has been in the SDP every year since the last inspection. Standards have been raised considerably, to such an extent that they are now above expectations in all areas of the ICT National Curriculum, and well above expectations overall. Throughout the school, pupils show great confidence in using ICT in a variety of ways. If they try something and it does not work immediately, they are almost blasé in considering why it didn't work and what they might do to make it better. There is never even the slightest hint of panic, or any consideration that they might not succeed. Friends help each other all the time, leaning across to the adjacent computer to give advice and make helpful suggestions. Year 2 pupils confidently program a floor-robot to move forwards and backwards and turn left and right, in order that it will get from its start-point to a designated finish-point. Year 6 pupils are very adroit in desktop publishing. They know enough about word processing to be employable, and manipulate fonts, sizes, styles, colours, Word-art, Clip-art and so on with consummate ease, adding text to pictures and vice-versa. They capture images from the internet, CD-ROM, digital cameras, scanners, digital microscopes and other ICT sources, and meld them very confidently to give multi-media presentations that most adults would be proud of. Improvement since the last inspection has been very good in every area of ICT. It is used very well to support other subjects; for example, English, mathematics, science, history, geography and art.
21. At the time of the last inspection, the school had identified that it should improve in musical composition and drama, and the last inspection team agreed. In the two days of this inspection, no drama could be observed apart from the mime in the excellent school assembly. Taking into consideration photographs and accounts of school productions, school planning, teachers' planning, and conversations with pupils, staff, governors and parents, it can be concluded that standards in drama are at least satisfactory, and probably better. Consequently, improvement since the last inspection has been good.
22. In the area of musical composition, improvement has been good. Several music lessons were observed, and standards in music are satisfactory overall, although the quality of collective singing is above average. Only one lesson was observed in composition, but inspectors heard tapes of compositions by pupils in Years 4 and 5, which showed competent work and good progress, and pupils spoke confidently and knowledgably about what they do. The observed lesson on composition was in Year 3, and it was a good ICT lesson, showing how ICT is used well to support other subjects. Pupils were using "Compose World", a program that puts together musical phrases in whatever order pupils choose, with a choice of instruments. They were challenged to compose a piece of music from these phrases to illustrate various feelings and moods; for example, 'calming and relaxing' from the 'weather' collection of phrases in the 'story' register. Pupils responded with great enthusiasm, and learning about composition was good.
23. Since the last inspection, the school has had to respond to several government initiatives. The National Literacy and Numeracy Strategies have been introduced very well, with due regard to the support of basic skills in other subjects. For example, history, geography and RE are used very well in their traditional role to support literacy. But there is also a good emphasis in mathematics, science, and design and technology (DT) on the correct use of technical terms,

all of which increases pupils' skills and confidence in using English in a wide range of contexts. Similarly, numeracy is supported well, with the use, for example, of graphs in science and geography, and measurement in DT. This very productive symbiotic relationship is apparent across the curriculum, and is a major factor in maintaining and improving standards.

24. The national initiative on appraisal and performance management has been tackled very well, and performance management is firmly embedded in the school's management structure and yearly cycle. There are very good procedures for appraisal, which is firmly tied to regular lesson observations and to the continual professional development of staff. This itself takes account not only of school's needs, as expressed in the SDP, but also of the perceived needs of individuals. The governing body carries out its performance management duties well.
25. Standards have improved since the last inspection. Teaching and learning have improved, and leadership and management have remained very good. All government initiatives have been dealt with very well, as have the Key Issues of the last inspection. Consequently, improvement since the last inspection has been very good.

Parents, justifiably, have very high opinions of the school.

26. It is highly unusual in an inspection of a large primary school to get a return in the parents' questionnaire of over 70 per cent. It is even more unusual, in any inspection, that replies to every question give over 90 per cent approval of what the school is doing. However, in the case of St.Teresa's, this is not surprising. Parents appreciate that this is a very good school, and excellent in many respects. This was obvious at the pre-inspection meeting for parents, where virtually all comments and opinions were very supportive of what the school does. Written communications from parents were equally supportive. Parents know that they are getting a very good deal.

WHAT COULD BE IMPROVED

In governors' documents to parents, there is no reference to the school's National Curriculum targets. Nor is there a statement indicating parents' right to withdraw their children from religious education (RE) and collective worship. These are statutory requirements.

27. All statutory requirements must be met.

There is no formal system of recording temporary absence; for example, for visits to the doctor during the school day.

28. In order to ensure that no pupil goes missing in the event of a fire or other emergency, it is necessary to record temporary absences during the school day.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. There are no major recommendations for action. This is a very good school in every way. Had this been a full inspection, the inspection team would not have recommended any action that the school has not already put in motion. The school strives, continually, to be better in all respects, and it is succeeding admirably. The following very minor issues are concerned only with very small points of the statutory requirements of the governing body, and making all procedures watertight should there be an unforeseen event at the school such as a fire.
 - (1) Ensure that all statutory requirements are met; in particular, that governors' documents for parents include a reference to the school's National Curriculum targets and parents' statutory rights to withdraw their children from RE and collective worship. (paragraph 27)
 - (2) Introduce a formal system of recording temporary absence during the school day. (paragraph 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	14	9	0	0	0
Percentage	0	15	52	33	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	309
Number of full-time pupils known to be eligible for free school meals	0	52

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	98

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.1
National comparative data	5.6

School data	0.1
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	20	21	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	20	20	21
	Total	38	40	41
Percentage of pupils at NC level 2 or above	School	93 (94)	98 (96)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	20	20	20
	Total	38	40	40
Percentage of pupils at NC level 2 or above	School	93 (94)	98 (96)	98 (96)
	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	25	22	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	25
	Girls	21	21	22
	Total	44	43	47
Percentage of pupils at NC level 4 or above	School	94 (83)	91 (85)	100 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	25
	Girls	21	21	22
	Total	44	43	47

Percentage of pupils at NC level 4 or above	School	94 (78)	91 (83)	100 (83)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	309
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)	14.7
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	245

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	781,776
Total expenditure	748,474
Expenditure per pupil	2248
Balance brought forward from previous year	46,813
Balance carried forward to next year	80, 115

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	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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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

361

Number of questionnaires returned

257

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	4	1	0
My child is making good progress in school.	68	30	1	0	1
Behaviour in the school is good.	69	29	1	0	1
My child gets the right amount of work to do at home.	55	38	6	0	1
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	64	30	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	1	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	64	30	2	1	2
The school is well led and managed.	84	14	0	1	0
The school is helping my child become mature and responsible.	77	21	1	0	1
The school provides an interesting range of activities outside lessons.	51	40	5	1	4

Other issues raised by parents

Pupils who have to use the school bus are not able to take part in after-school clubs. It was ever thus.