

INSPECTION REPORT

ST TERESA'S R.C. PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108531

Headteacher: Mr J.Harrison

Reporting inspector: Miss V. Rogers
Rgl's Ofsted No: 22274

Dates of inspection: 9 - 11 October 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Rev.Father Denis Kellett
Date of previous inspection:	24 - 27 June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Teresa's R.C. Primary School is a voluntary aided school situated in Heaton, to the east of Newcastle upon Tyne. There are currently 223 pupils on roll (117 boys and 106 girls) aged from 4 to 11 years. Children are admitted to the Reception class at the start of the year in which they are five. Most pupils attend a number of nursery across the city, others attend playgroups or have no formal pre-school experience before entering the Reception class.

Attainment of the four-year-olds when they enter the school is broadly average. There are no pupils with a statement of special educational need, although the school has identified 33 pupils (14.8 per cent) as requiring some additional support with learning disabilities and similar needs. Although most pupils live close to the school, a good number travel from outside the immediate area. They come from a mixture of council-owned properties and privately owned housing. The pupils come from a broad socio-economic background which overall is average. Approximately 12.5 per cent of pupils are entitled to receive a free school meal, which is broadly average. Twelve pupils (5.4 per cent) come from homes where English is not the first language, which is higher than in most schools.

HOW GOOD THE SCHOOL IS

St Teresa's R.C. Primary School is a very good school with many strengths and few weaknesses. The standards that the pupils achieve at the end of both key stages are well above average in English, mathematics and science. The quality of teaching is good overall with examples of some very good teaching in both key stages. The school is excellently led by the headteacher who together with the staff and governors works effectively to improve standards within the context of a secure and supportive learning environment. The cost per pupil is just below average and the school gives good value for money.

What the school does well

- Pupils' achievements in National Curriculum tests are very high in English, mathematics and science.
- The quality of teaching is good overall.
- The pupils have very positive attitudes and their behaviour is very good. Relationships both between pupils and between pupils and adults are excellent.
- The quality and range of learning opportunities for all pupils including those with special educational needs are good.
- The provision for pupils' personal development is very good. The provision for their moral and social development is excellent; provision for their spiritual development is very good and cultural development is good.
- The excellent leadership of the headteacher, who is well supported by the governors and staff provides a clear vision and sense of direction for the school. Together they provide an ethos that strongly supports pupils' learning.
- The school cares for its pupils very well; it has very good procedures for assessing pupils' attainment and progress.

What could be improved

- The current policy for handwriting needs to include the introduction of the cursive style at an earlier age.
- The school improvement plan should provide a longer-term strategic plan than the current year.

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, which took place in June 1996, the school has successfully addressed the issues identified and the achievements of the pupils have improved. The school development plan has improved considerably with new initiatives clearly prioritised and understood by all. It is regularly monitored and evaluated. Schemes of work are now in place for all subjects, although some of these are still in draft form, having been updated to meet new national initiatives. The school has reviewed its practice and improved procedures for assessment and curriculum planning. There are now very good

systems to assess pupils' attainment and excellent procedures for tracking progress. This information is very effectively analysed and used by teachers in their planning which has resulted in raising pupils' achievements. The overall quality of teaching has improved. The accommodation has been thoughtfully developed and improved and now better meets the delivery of the curriculum.

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
	1997	1998	1999	1999
English	B	B	A	A
Mathematics	C	B	A	A
Science	C	C	A	A*

Key	
Very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

"similar" is defined as being in the same free school meals benchmark group.

Pupils enter the Reception class with attainment that is broadly average. They make good progress in the Reception class and through Key Stage 1. By the end of Key Stage 1 they achieve standards that are well above average in writing and very high in reading and mathematics where the results in 1999 indicate that they are in the top 5 per cent nationally. When compared to similar schools, the results were very high and in the top 5 per cent of schools in reading, writing and mathematics.

In Key Stage 2, pupils continue to make good progress in their learning. In the National Curriculum tests in 1999, at the end of Key Stage 2, pupils' attainments were well above average in English, mathematics and science. When compared with similar schools pupils achieved standards that were well above average in English and mathematics and very high in science where the results were in the top 5 per cent of schools. Average results over the four year period from 1996 to 1999 show a rise in attainments overall. The school consistently reaches its agreed targets for groups of pupils.

The current standards of work in English, mathematics and science that the pupils were doing during the inspection confirms the very high standards and pupils are well prepared to move onto the next stage of their education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards learning and are very enthusiastic about school. They are eager to learn and concentrate well.
Behaviour, in and out of classrooms	Behaviour is very good both in class and around the school. Pupils are courteous, friendly and responsible.
Personal development and relationships	Pupils' personal development is excellent. Pupils develop a strong sense of responsibility for themselves and others; they respect others and their school. Throughout the school, there are excellent relationships between pupils and adults and with each other.
Attendance	Attendance has improved and is well above 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 overall quality of teaching is good. In all lessons observed, including those for the under fives, teaching was satisfactory or better. It was very good in 26 per cent of lessons, good in almost 49 per cent and satisfactory in the remainder. Teaching of the under fives in the lessons seen in the Reception class was good. In Key Stage 1 in just over 44 per cent of lessons, teaching was very good, it was good just over 22 per cent and satisfactory in the remainder. Teaching observed in Key Stage 2 was very good in almost 17 per cent of lessons, good in just over 58 per cent and satisfactory in the remainder.

The basic skills of literacy and numeracy are well taught overall. Teachers have a good knowledge of the subjects they are teaching and make sure that pupils have a clear understanding of the work they are doing. They build well on pupils' previous knowledge and provide tasks that are interesting and well matched to the needs of all pupils. Teachers have introduced the National Literacy and Numeracy Strategies successfully and implemented the structure of these lessons well. However, the teaching of the cursive style of handwriting is not introduced soon enough in Key Stage 1. The school has plans to further develop their subject expertise in information and communications technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum which is relevant to the needs of all pupils and which is enriched by stimulating visits and a wide range of extra-curricular activities. There is good emphasis on the key skills of literacy and numeracy and the school caters well for pupils of all abilities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good, with thoughtful high quality support for pupils who experience difficulties. They make good progress in their learning.
Provision for pupils with English as an additional language	These pupils make good progress in line with that of the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The provision for their spiritual, moral, social and cultural development is very good overall. Provision for pupils' moral and social development is excellent with very good provision for spiritual development and good opportunities for pupils to appreciate cultural traditions. The clear codes of behaviour along with strong Christian values and good role models provided by all adults ensure that pupils develop a strong moral sense.
How well the school cares for its pupils	This is a very strong area of school life. Staff know the needs of all pupils very well. The school provides a high standard of care for its pupils and successfully creates a secure and caring learning environment. The school has very good procedures for monitoring pupils' academic progress.

The school's curriculum meets all statutory requirements. Teachers know their pupils very well and quickly offer support when it is needed. The school operates a very successful intervention policy which ensures that any pupils who are experiencing difficulties are identified early and strategies to support

them are put in place effectively. This ensures that all pupils achieve at least as well as they can. The provision for information and communications technology continues to improve as facilities are improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the excellent leadership of the headteacher. He is very well supported by the deputy head and a dedicated, hardworking and committed staff. Together they have an excellent commitment to improving standards.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. Governors support the school well and play an effective role in monitoring its work. Governors carry out their duties diligently and all statutory requirements are met. Management of finance is good.
The school's evaluation of its performance	The school analyses the standards it achieves well and uses this information to modify its provision and establish priorities for the future. There is a strong commitment constantly to develop and improve the opportunities for pupils to achieve their potential through high quality provision. There is a well-established culture of reflection and evaluation.
The strategic use of resources	Very good use is made of all staff, of time and of the available accommodation. Teaching resources are good and used effectively to enhance pupils' learning. The lack of a school playing field presents problems with regard to some aspects of physical education although the school makes regular use of facilities of a nearby sports club. Principles of best value are applied effectively.

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 good progress that their children make and the high standards that the school achieves. Their children like school. Pupils' behaviour is good. All parents believe that the children are expected to work hard and achieve their best. The teaching is good. The majority of parents feel that the school keeps them well informed about their child's progress and that the school works well with them. Most parents feel comfortable about approaching the school. The school is well led and managed. The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> The range of activities outside lessons. The quality and quantity of homework.

The inspection endorses the parents' positive views about the school. The school has a wide range of extra-curricular activities which are mainly open to older pupils and which take place regularly. These include a regular range of sports, music, chess and choir. Additionally there are occasional clubs which last for a few weeks such as table tennis and creative arts clubs. The activities which take place play an effective part in developing the pupils' skills and all pupils are given the opportunity to belong to a team at least once during their time at the school. The school also involves the pupils in a range of visits, including residential visits and invites visitors into school. The inspectors feel that the provision is very good. The school provides homework on a regular basis; each pupil has a homework and reading diary

and the school insists that parents sign any homework before it is returned to school. The inspectors believe that this provision is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievements in National Curriculum tests are well above average in English, mathematics and science.

1. Whilst the school caters for a wide range of abilities, the children's attainment on entry to the Reception class is broadly average. Pupils make good progress in relation to their prior levels of attainment and achieve standards that are well above average in the core subjects at the end of both Key Stage 1 and Key Stage 2. Pupils with special educational needs are sensitively supported with precise targets that enable them to make good and often very good progress in relation to their prior learning.
2. In the 1999 Key Stage 1 National Curriculum tests pupils' overall achievements in reading and mathematics were very high when compared both with national averages and averages of pupils from similar schools. Pupils' achievements in writing were well above the national average and very high in comparison with similar schools. The percentages of pupils reaching the expected levels (level 2) and the higher level in reading and mathematics were very high when compared with national averages; in writing they were very high at level 2 and well above average at level 3. In the teacher assessments in science at the end of the key stage, pupils' attainments were very high at Level 2 and above and well above average at Level 3.
3. At the end of Key Stage 2, in 1999, pupils' achievements in National Curriculum tests were well above the national averages in English, mathematics and science. When compared with similar schools they were also well above average in English and mathematics and very high in science. The percentages of pupils achieving at both the expected level and the higher levels were well above average in the three core subjects.
4. The school has maintained and improved upon the good standards reported in the last inspection and is well placed to sustain this progress. The school is strongly committed to raising standards through its central philosophy of developing the talents of all pupils. Teachers have worked hard to introduce the National Literacy and Numeracy Strategies effectively. This has had a positive impact on the quality of teaching and learning across the school. Through careful monitoring of standards teachers recognise the weaknesses that pupils may have and use a range of strategies to modify these.
5. The school also has a well-developed "intervention" policy which is targeted at pupils who are experiencing some difficulties with their work or who are potential high achievers. These pupils are identified early. Those who are experiencing difficulties have effective support from the non-class-based teacher who is able to provide support within smaller working groups. Additionally all pupils within school are involved in their own learning; they are encouraged to share in target setting each half term and are fully aware of their achievements and challenges set.
6. Pupils are encouraged to contribute to class discussions in all areas of the curriculum and do so well. Pupils across the school achieve well in reading which is used well to support learning in other subjects such as when Year 2 pupils were learning in science that all living creatures grow and change. Good use was made of the story "Once there were Giants" in the form of a big book, which the pupils could join in with, as a starting point for good discussion. Pupils' skills in writing are above average at the end of both key stages. Pupils write for a range of purposes such as stories, instructions and letters and use their skills well in other subjects such as science and history. However, pupils in Key Stage 1 do not develop handwriting in the cursive style early enough.
7. Standards in mathematics are above average at the end of both key stages. Pupils respond well to the good quality teaching and make good progress particularly in acquiring and using computational skills and mathematical vocabulary. They apply their skills effectively in other subjects such as when drawing graphs of their results in experiments in science.
8. Standards in science are above average in both key stages. The curriculum is carefully structured with a strong emphasis on practical work and first-hand experiences. Pupils record their work

using a range of methods. They develop their knowledge and understanding in all attainment targets well as they move through the school.

9. The school continues to develop its provision for information and communications technology. Skill levels are at about the national average at the end of each key stage but it is anticipated that standards will improve with more opportunities for pupils to learn and develop their expertise with the opening of the new computer suite.

The quality of teaching is good overall.

10. The overall quality of teaching is good. In all the lessons observed, teaching was satisfactory or better. In 26 per cent of lessons the teaching was very good and in almost 49 per cent it was good; teaching was satisfactory in the remainder. There is a structured approach to learning throughout the school with all teachers working well together as a team. Teachers have high expectations of their pupils based on a very good knowledge of what they have already achieved. All pupils and staff work hard.
11. Teachers' planning identifies clear learning objectives for each lesson and teachers share with the pupils exactly what they are going to learn; this is seen particularly in planning for English and mathematics. Teachers use questioning and discussion well both to develop what pupils know and can do and to challenge and develop their understanding further. This was seen in a Year 6 numeracy lesson, where the teacher very carefully and clearly introduced ratio and proportion. She carefully used a very good range of questioning and discussion which challenged and involved all the pupils who were then able to demonstrate their understanding of this difficult concept through well matched tasks and activities. Grouping is considered carefully and teachers ensure that activities are well matched to the learning needs of all pupils. They use a range of strategies for their lessons to maintain the interest of the pupils and have good skills in managing classroom activities and pupils' behaviour. For example in a Year 2 literacy lesson the teacher made very effective use of "hidden objects in a bag" to assist pupils' skills in predicting and as an introduction to writing. This immediately engaged their interest and they responded with enthusiasm. Teachers create a very positive atmosphere by the very good relationships that have been established in the relatively short time since the start of the new academic year. They know their pupils well and the management of behaviour appeared almost effortless. Most lessons are conducted at a good pace; however, in the few lessons that were satisfactory the pace of the lessons was slower and pupils became restless. Pupils are encouraged to contribute to class discussions in all subjects and respond well when questioned. Support staff are used well; teachers plan for them and ensure that they are clear about the lesson's objectives and what the pupils have to do. The teachers use the good quality resources very effectively to enhance learning.
12. Teachers have a secure subject knowledge and have improved their practice through their willingness to reflect upon their own expertise and participate in further training opportunities, such as in the recent whole school emphasis on developing their skills in teaching information and communication technology. The school carefully evaluates the effect of any new initiatives, such as the introduction of the National Literacy and Numeracy Strategies, to which they give due emphasis. Teachers are secure in their understanding of the strategies and are using the opportunities that they provide very successfully to raise standards, matching the needs of the pupils to the requirements.
13. The teaching of pupils with special educational needs is good. Care is taken to ensure that these pupils are well supported. Very good use is made of the support teacher, who, as part of the "intervention policy" of the school, gives valuable support to groups of pupils of average ability in Key Stage 1, to enable them to reach their full potential in both literacy and numeracy.
14. Assessment is used effectively to ensure that pupils of different abilities are enabled to make good progress. The quality of teachers' marking is good, with particularly good examples in Year 4 and enables the pupils to understand what they need to do to improve. Formal assessment results are used to identify groups of pupils of different abilities and to prepare work which is closely matched to their needs. Learning targets are shared with pupils and with parents during regular consultation evenings.

The pupils have very positive attitudes and their behaviour is very good. Relationships both between pupils and between pupils and adults are excellent.

15. Overall pupils' attitudes to school are very good. From the outset pupils develop good attitudes to learning, responding well to their teachers and other adults. They listen well to the views of others and show a high level of commitment to their work; they work hard at all times and showed good levels of concentration during the lessons observed. Pupils enjoy school as they confirmed when interviewed and are always keen to join in lessons.
16. Throughout the inspection the behaviour of the pupils both in lessons and in the playground was very good. They work well together in pairs and in groups when required to do so and show respect for each other. They are polite and courteous both to adults and each other.
17. Pupils' relationships with adults and each other are excellent. They know the school and classroom rules and do their best to follow them. They play very well together in the playground during break and lunchtimes with no evidence of bullying. The pupils show concern and care for each other's feelings, helping each other in lessons. From the earliest years pupils show good levels of responsibility. Older pupils look after the new pupils well and are proud to be a "buddy" to them at playtimes, taking great care of the younger pupils during their first weeks in school.

The quality and range of learning opportunities for all pupils including those with special educational needs are good.

18. The school's curriculum fulfils all statutory requirements and places appropriate emphasis on the basic skills of literacy, numeracy and science. The school offers a broad and well balanced curriculum for all pupils, including those with special educational needs. This provides opportunities for pupils to make good progress in their academic work and in their all-round personal and social education. One strength is teachers' awareness of recognising cross-curricular possibilities in lessons. For example, in a Year 2 class, literature was used well as a starting point for discussion at the start of a science lesson. Findings in science are regularly used to provide the information for handling data in mathematics and pupils are given many opportunities to use their writing skills in recording their work in other subjects such as history. The curriculum is enhanced by a wide range of visits and visitors to school in relation to pupils' work, and includes residential visits for older pupils. There are also opportunities for pupils to play a range of musical instruments with instruction provided by peripatetic music teachers.
19. The pupils have opportunities to take part in a wide range of extra-curricular activities which enhances the development of their individual skills and interest. There are opportunities to play badminton, football, rugby, netball, cricket, chess, choir and drama through school productions. There are other clubs which take place occasionally-creative arts, table tennis and cross-country running. The school ensures that all pupils have the opportunity to play in a school team at least once during their time in school.

The provision for pupils' personal development is very good. The provision for their moral and social development is excellent; provision for their spiritual development is very good and cultural development is good.

20. The provision for pupils' moral and social development is excellent and contributes well to the pupils' clear understanding of right and wrong. The school's ethos promotes an awareness of the need to act responsibly. All adults in the school set good examples and the sense of being valued means that pupils learn to value others. A very careful programme of personal and social education is used effectively to promote positive images of good conduct and to encourage appropriate behaviour and attitudes. In this the school is clearly very successful.
21. The provision for pupils' social development is excellent. From the time they enter the school, the personal and social development of the pupils is given high priority. As they get older, pupils are given an increasing number of responsibilities around the school. They clear up well after lessons without fuss and take responsibility for carrying out simple jobs such as taking registers to the office and answering the telephone during lunchtimes. Older pupils help the younger ones to settle into the school routine by becoming "buddies" with them. They begin their responsibilities

by meeting the children during the introductory visit to the school and then ensure that they are safe and happy during playtimes and lunchtimes. Many continue the friendships built this way for longer than the year. The school has a school council of pupils from Year 6 who assist with many duties such as reporting any incidents where there is disagreement and often helping to sort this out sensibly, but as one Year 6 pupil stated "We don't have any bullying here, just the occasional disagreements". Residential and educational visits also help pupils' social development along with opportunities for pupils to take part in fund-raising events for charities and play an active part in community life, for example by singing in the Cathedral. Pupils are well prepared for the next stage of their education.

22. Provision for the spiritual development of pupils is very good. The school's calm ethos centres around a spiritual dimension which prompts pupils to reflect upon what they are doing and develop an awareness of themselves and others. An appreciation of the beliefs of others is developed satisfactorily with celebrations of religious festivals and visits to other places of worship such as the mosque.
23. Provision for pupils' cultural development is good overall. There are good opportunities to develop an appreciation of Western cultural traditions; pupils are introduced to the work of different artists in art. History introduces them to developments in Western culture for example in the study of life in Victorian times. The school is active within the local community, such as the involvement in The City Hall Choir Festival. The wide range of extra-curricular activities greatly enhances this aspect of school life. The curriculum supports the development of understanding of other cultures, mainly through religious education lessons. Although religious education was not inspected, evidence from previous work supports this. Festivals from other traditions are celebrated in assemblies and there are some opportunities for pupils to appreciate the music and art of other cultures.

The excellent leadership of the headteacher, who is well supported by the governors and staff, provides a clear vision and sense of direction for the school. Together they provide an ethos that strongly supports pupils' learning.

24. The school benefits from the excellent leadership of the headteacher, who provides a very clear educational direction for the school. He is strongly supported by the deputy headteacher, staff and governors. Together they demonstrate a high level of commitment to the work of the school and to high standards of personal and academic achievement within a caring, Christian environment, as identified clearly in the school's mission statement. The ethos of the school is very good. There is a positive, caring atmosphere which strongly supports high standards of academic achievement and personal development.
25. The headteacher and deputy monitor the performance data from National Curriculum tests effectively. From this they assess the need for changes in the school's provision and effective strategies are established to address any weaknesses that are identified. These include modifications to curriculum planning and the provision of additional support where there is an identifiable need. The school is both reflective and evaluative and has a clear sense of purpose.
26. The headteacher regularly monitors the teaching and learning throughout the school and uses the information from this to support individual teachers and to provide appropriate professional development for all staff. The monitoring of teaching is well recorded and has led to greater consistency in the planning and teaching of lessons. Co-ordinators have developed their management roles to include the updating of policies and schemes of work and the monitoring of standards in their subjects.
27. The staff work well together as a team. All except the newly qualified teacher are responsible for at least one curriculum area and have job descriptions which clearly identify their roles. The school has successfully implemented the National Literacy and Numeracy Strategies.
28. Since the last inspection the school has been particularly successful in raising standards of attainment in English, mathematics and science at the end of both key stages. There has also been an improvement in teaching, particularly in Key Stage 1, which is now judged to be good overall.

29. The governors carry out their duties and support the school well. They are knowledgeable, active and involved and use their many talents to the good of the school. This has been particularly effective during the recent major development and modification of the school's building. Together with parents they successfully raised £30,000 towards the building works. The chair of the full governing body has an excellent relationship with the headteacher and together with other governors they successfully fulfil the role of 'critical friend'. Governors review the priorities of the school and are actively involved in target setting with the whole staff. Their involvement in the strategic direction of the school is very good.

The school cares for its pupils very well; it has very good procedures for assessing pupils' attainment and progress.

30. Since the last inspection the school has developed very good procedures for assessing pupils' attainment and progress. Achievement in English and mathematics is evaluated daily and this information is used well to establish what pupils need to learn next. Pupils' work is constructively marked with supportive comments to take the pupils' learning forward.
31. Pupils are involved in setting their own targets along with parents and teachers. Pupils are aware of their progress towards achieving them. The school celebrates the success of pupils with a range of awards and certificates. Statutory and optional testing is used to measure progress and summarise attainment. This information is used well to identify pupils who may be experiencing difficulties and then providing appropriate intervention and support. Records of pupils' achievements, both personal and academic, are maintained and passed through the school.
32. The headteacher and staff are all effectively involved in the pastoral care of the pupils. Staff know pupils very well. There are many opportunities for personal development and health education planned within the curriculum. The headteacher makes every effort to promote the self-esteem of all pupils and has effective systems for the elimination of any possible bullying or harassment such as the introduction of a "bully box" and "worry box". The school ensures that any recommendations from health and safety checks are fully implemented. The school's environment for learning is good; the school is well maintained, well cared for and very clean.

WHAT COULD BE IMPROVED

The current policy for handwriting needs to include the introduction of the cursive style at an earlier age.

33. Although the pupils take pride in their work and present it neatly they do not start to use a cursive style of handwriting early enough in Key Stage 1. In the Reception class they are taught the skills of printing but do not develop a style which will make the transition to cursive writing easy.

The school improvement plan should provide a longer-term strategic plan than the current year.

34. The school improvement plan sets out clearly the priorities and targets for the current year. Since the last inspection improvements have been made to ensure that all the recommendations with regard to responsibilities, costings and time scales have been met and staff and governors are involved in its production. However, the current plan does not extend beyond the present academic year and therefore does not establish a clear long-term view of school development. The school does have a clear vision for its future development but this is not set out in a formal document. The school has already recognised this and governors are currently involved with professional training to assist them in the process.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Review the current policy on handwriting to include the introduction of the cursive style at an earlier age.
(paragraphs 6 and 33)
- Ensure that the school improvement plan includes longer-term strategic planning than the current year.
(paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	48.8	26	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

	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils eligible for free school meals	28

Special educational needs

	YR - Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

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	4

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	20	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	20	20	20
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	20	20	20
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	82 (82)	86 (86)	87 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	15	15	16
	Total	30	30	32
Percentage of pupils at NC level 4 or above	School	91 (81)	91 (75)	97 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	16
	Girls	15	14	16
	Total	28	25	32
Percentage of pupils at NC level 4 or above	School	85 (78)	81 (78)	97 (81)
	National	68 (65)	69(65)	75 (72)

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	4
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	187
Any other minority ethnic group	5

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	25
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	102

Financial information

Financial year	1999/2000
	£
Total income	364 544
Total expenditure	368 163
Expenditure per pupil	1 622
Balance brought forward from previous year	16 168
Balance carried forward to next year	12 549

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	64	35	0	0	2
My child gets the right amount of work to do at home.	51	37	11	0	2
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	52	43	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	58	35	6	2	0
The school is well led and managed.	58	37	3	0	2
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	29	36	18	2	15