

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Caversham

LEA area: Reading

Unique reference number: 110003

Headteacher: Mrs P Ward

Reporting inspector: Mr B McCutcheon
2420

Dates of inspection: 30 October - 3 November 2000

Inspection number: 224747

Inspection carried out under section 10 of the School Inspections Act 1996

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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

School address: Washington Road
Caversham
Reading

Postcode: Berkshire
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Appropriate authority: The governing body

Name of chair of governors: Mr C Odell

Date of previous inspection: 17/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian McCutcheon 2420	Registered inspector	Mathematics Geography Information and communication technology Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Elizabeth Forster 1333	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
David Westall 2414	Team inspector	Science Art and design Design and technology Music	How good are curricular and other opportunities?
Sandy Wellsted 3860	Team inspector	English History Physical education Special educational needs	Attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 185 pupils on roll, aged from four to 11 years. The percentage of pupils known to be eligible for free school meals is below the national average; and ten pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is broadly in line with the national average, and no pupil has a Statement of Special Educational Need. On entry to the school, the overall attainment of most pupils is broadly average although there is significant variation from year to year.

HOW GOOD THE SCHOOL IS

This is a sound school which has improved since the last inspection. The headteacher provides good leadership and a clear sense of direction for the school. Pupils' attitudes and behaviour are good, and the school is a caring community. The quality of teaching is good, or very good, in Key Stage 1 and pupils in Year 6 benefit from teaching which is mainly good or better. Elsewhere in the school, teaching is mainly satisfactory. As a consequence, pupils make good progress in their learning in Key Stage 1 and in Year 6; and sound progress, overall, in other year groups. However, pupils' progress in information and communication technology (ICT) and in design and technology is unsatisfactory across the school, and the standards they achieve are below average. Pupils with special educational needs do well throughout the school. The school provides satisfactory value for money.

What the school does well

- Pupils achieve good standards in reading across the school.
- Standards in mathematics and science are a little above average at the end of Key Stage 1 and above average, in science, at the end of Key Stage 2.
- Standards are good in art and design, music, dance and gymnastics in Key Stage 1; in singing in Key Stage 2; and in history at the end of both key stages.
- The headteacher has good leadership and management skills.
- The teaching is good, or very good, in Key Stage 1 and mainly good or better in Year 6.
- The school makes good provision for pupils with special educational needs.
- Pupils' attitudes to learning and their behaviour are generally good.
- Good provision is made for pupils' social development, and very good provision for their spiritual and moral development.
- The school is a caring community, and pupils' welfare is a high priority.

What could be improved

- Pupils' standards in ICT and in design and technology are below those expected.
- Most subject co-ordinators need to develop more rigorous procedures for identifying the strengths and weaknesses in their subjects, across the school, in order to address areas for improvement.
- The school development plan has insufficient detail about priorities beyond the current year, and not enough time is given to evaluating its success.
- The governors need to develop their role as critical friend to the school.
- Annual written reports for parents do not fully meet statutory requirements.
- Pupils are given insufficient opportunities to express their ideas, make decisions and use their initiative, in some lessons, and this restricts their learning.
- The quality and range of activities for children in the Foundation Stage should be improved and include more opportunities to develop children's speaking skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher and governors have ensured that statutory requirements relating to the school prospectus, and to the annual governors' report for parents, are now fully met. The school has made satisfactory progress in producing and adopting policies and schemes of work for the subjects of the National Curriculum. However, the recently introduced schemes for ICT, design and technology and geography have yet to make a significant impact on pupils' progress; and standards in ICT and in design and technology remain below average. The last inspection found that pupils needed more opportunities to take responsibility for their work. Progress in rectifying this deficiency is barely adequate, and there remains work to be done in most classes to give pupils more opportunities to make decisions and to use initiative to promote their learning. The school has made sound progress in making better use of assessment information to inform planning, and work is now usually matched to the needs of pupils of all abilities. The headteacher and governors have improved monitoring procedures by thoroughly analysing test results and using benchmark techniques to compare the school's performance with national data and that of similar schools. The monitoring of core subjects by co-ordinators has also improved since the last inspection. However, the analysis of strengths and weaknesses, in other subjects currently lacks rigour.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	C	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	C	A	D	D	
Science	C	A	C	C	

The table shows that the school's 2000 test results in Year 6 were in line with the national average, and the results of similar schools, in English and science. The school's results were below both benchmarks in mathematics. Overall, the 2000 results were lower than those achieved in the previous two years, reflecting the lower proportion of more able pupils in this cohort.

Inspection findings for the 2001 cohort are more favourable and show that most pupils achieve above the nationally expected standard in English and science in Year 6. In mathematics, inspection findings show that most Year 6 pupils demonstrate average standards, but a significant minority do better. In ICT and design and technology, pupils' standards are below average in Year 6. However, in history they are a little above average. In music, geography and some aspects of physical education, insufficient evidence was available during the inspection to make an overall judgement about pupils' standards at the end of Key Stage 2. However, their singing is usually good. In other subjects of the National Curriculum standards match the expected levels at the age of 11.

In relation to their prior attainments, pupils with special educational needs generally achieve well across the school. The most able pupils generally attain good standards in Key Stage 1 and in English and history in Key Stage 2. However, they sometimes underachieve in lessons in mathematics in Years 3 and 4 and in science in Years 3, 4, and 5.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally demonstrate positive attitudes to learning and to all other aspects of school life. Attitudes are particularly good in Key Stage 1.
Behaviour, in and out of classrooms	Behaviour is mainly good in lessons and in the playground.
Personal development and relationships	Pupils form constructive relationships with one another, with their teachers and with other adults in the school. They take turns amicably and work well together on shared tasks.
Attendance	Levels of attendance are satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory, overall, but mainly good in Year 6

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

The quality of teaching was satisfactory, or better, in 94 per cent of all lessons; and was good, and sometimes very good, in 54 per cent of all lessons. The most effective teaching is in Key Stage 1 and in Year 6.

Teaching in the Foundation Stage is satisfactory, overall, and the teaching of early literacy skills is good. However, in some lessons, children are given insufficient opportunities to develop their speaking skills; and some of the activities planned for these children do not provide a sufficiently broad and stimulating range of learning opportunities.

In English, the teaching is particularly good in Key Stage 1 and in Years 5 and 6; and is never less than sound. Strengths include thorough planning, high expectations, a brisk pace and constructive feedback which helps pupils to improve. As they move through the school, teachers ensure that pupils read and write for an increasingly wide range of purposes. However, there are insufficient opportunities for them to discuss and evaluate their work.

In science and mathematics, including the key skill of numeracy, the teaching is good in Key Stage 1 and in Year 6; and is sound, overall, in the rest of Key Stage 2. Insufficient lessons were observed to make secure judgements about the quality of teaching in ICT and design

and technology. However, evidence shows that pupils make unsatisfactory progress in their learning in these subjects, and indicates the need for in-service training in design and technology and for more regular use of ICT across the curriculum.

Overall, pupils with special educational needs are taught well, and the planning for these pupils is good. The needs of the most able pupils are well addressed in Key Stage 1 and in Year 6. However, these pupils are sometimes given tasks which are insufficiently challenging in mathematics in Years 3 and 4 and in science in Years 3, 4 and 5.

Throughout the school, the teaching is characterised by good relationships between teachers and pupils, thoroughly prepared lessons and an orderly atmosphere in classrooms. As a consequence, pupils generally respond well, listen attentively to their teachers and concentrate on their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has sufficient breadth and is reasonably balanced. However, children in the Foundation Stage need better provision for their physical development. Sufficient time is allocated for the teaching of literacy and numeracy but pupils need more opportunities to develop their ICT skills through work across the curriculum. The provision for design and technology does not enable pupils to achieve satisfactory standards.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	Good; the school makes effective use of the local education authority service to support these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' cultural development is sound and that for their social development is good. Very good provision is made for pupils' spiritual and moral development.
How well the school cares for its pupils	The school places a high priority on pupils' welfare and is a caring community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She provides a clear sense of direction for the school and knows the pupils well. Her good interpersonal skills have enabled her to promote a positive team spirit amongst staff and to move the school forward. The deputy headteacher makes a valuable contribution to the leadership and management of the school. The co-ordinators for English and mathematics, together with the headteacher, monitor pupils' standards and the teaching in these subjects; and the recently appointed science co-ordinator has undertaken some initial monitoring. However, the school recognises the need for a more rigorous approach to the future monitoring of these subjects; and the need to establish effective procedures for monitoring all other subjects.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body; and statutory requirements, apart from those relating to the content of pupils' annual reports, are fully met. Governors work well with the headteacher, and appropriate committees are established to help to guide the school's work. They take a keen interest in the work of the school and have a broad understanding of the main strengths and weaknesses. However, governors need to develop their knowledge of the school in action in order to act more effectively as critical friends of the school.
The school's evaluation of its performance	The results of statutory and non-statutory tests are analysed carefully and appropriate targets are set for improvements. The quality of teaching is evaluated in English, mathematics and science, but co-ordinators do not evaluate pupils' standards or progress with enough rigour in most subjects. More time should be given to evaluating the success of the school's development plan and to planning strategically over a longer period.
The strategic use of resources	The school budget is analysed carefully by the headteacher, the finance officer and the governors; and financial planning is appropriately linked to the priorities identified in the school development plan. Overall, the school makes sound use of its resources.

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 school has high expectations of pupils' learning and attitudes. • The teaching is good. • Children make good progress. • Children are happy at school. 	<ul style="list-style-type: none"> • Closer links with parents. • More information about what is taught and pupils' progress. • More opportunities for out of school activities. • Greater consistency in the setting of homework.

Inspection findings generally support parents' positive views of the school. They do not support the view of some parents that the school does not work closely with them. Parents receive termly information about their children and find that staff are easy to talk to. The school often consults parents when changes to arrangements are being considered and positively encourages them to help in classes or with clubs. A summary of work to be undertaken by pupils, in the current academic year, has recently been provided for parents so that they are better informed about what is taught. However, the school accepts that there is scope to increase the monitoring of homework tasks. The school provides a reasonable range of extra-curricular activities, similar to that in most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school, the majority of children demonstrate broadly average attainment, although there is considerable variation from year to year. Children in the Foundation Stage make mainly sound progress in most aspects of their learning. However, in communication, language and literature their progress is mainly good, and sometimes very good. The development of children's gross motor skills is unsatisfactory as they do not have access to a secure outside area to enable them to run freely, climb and balance; or the opportunity to control large wheeled toys. On entry to Key Stage 1, the overall attainment of most pupils is broadly average.
2. In Key Stage 1, the results of the 2000 Statutory Assessment Tests (SATs) were above the national average in reading and well above the results achieved by similar schools. In writing, the results were well above the national average, overall, and also above those of similar schools. Inspection findings reflect the good test results and show that all Key Stage 1 pupils make good progress in their knowledge, understanding and use of English. They acquire a very secure foundation in initial literacy and, by the end of the key stage, most read simple texts aloud confidently and fluently, use inference well and recognise the organisational and stylistic features of many different kinds of text. Standards of handwriting and presentation are high. Most pupils in Year 2 punctuate simple sentences accurately and can formulate a convincing set of instructions. There are some weaknesses in pupils writing which are also apparent in Key Stage 2. These are mainly related to spelling, insecurities in relation to sentence structure, grammatical inconsistencies, or to the organisation of ideas and language.
3. The results of the 2000 SATs in English, at the end of Key Stage 2, were in line with the national average and the results achieved by similar schools. The proportion of pupils who exceeded the national standard was considerably lower than in 1999 which the school attributes to the lower percentage of more able pupils in this cohort. Inspection findings show that most Year 6 pupils now demonstrate above average standards in English. Pupils make good progress in Years 5 and 6 and sound progress in the younger half of the key stage. In both key stages pupils do well in reading and, by the end of Key Stage 2, all pupils read aloud competently to adults and in class. The more able readers tackle complex texts with confidence and assurance, are particularly well read for their age and bring a high level of critical appreciation to bear in their study of texts. They write confidently, in a mature and accomplished way, for a wide range of purposes and with a high degree of technical control over punctuation, grammar and spelling. The high standards of handwriting and presentation established in Key Stage 1 are continued in this key stage.
4. In mathematics, the results of the 2000 Key Stage 1 SATs indicate that the percentage of pupils achieving Level 2, or above, was close to the national average. However, only a small number of pupils exceeded this level and, overall, the school's results were below the national average and those achieved by similar schools. The school's 1999 results were significantly better and, following a careful analysis of the 2000 results, specific weaknesses in the mathematical skills of the 2000 cohort have been identified. Inspection findings are more favourable than the most recent SATs results and indicate that Key Stage 1 pupils make good progress in acquiring key

numeracy skills; and slower, but broadly satisfactory, progress in using and applying these skills. Overall, standards are mainly a little above those expected nationally at the end of Key Stage 1.

5. The results of the 2000 SATs in Key Stage 2, in mathematics, were below the national average and those achieved by similar schools. The percentage of pupils reaching Level 4, and above, was close to the national average but few pupils exceeded this level. The school's results were better in 1999 and an analysis of the 2000 results revealed that some pupils in this cohort did not have a secure understanding of shape, data handling and probability. Inspection findings support the school's view that the 2000 cohort contained a lower proportion of more able mathematicians. Pupils make good progress in their mathematical learning in Year 6 and sound progress in Year 5. Progress is slower but satisfactory, overall, in the younger half of Key Stage 2. Across the key stage, pupils need more opportunities to apply their skills in solving real-life problems. The majority of pupils in the current Year 6 class demonstrate average attainment and a significant minority do better.
6. In science, the results of the 2000 teacher assessments, at the end of Key Stage 1, were above the national average and the results of similar schools. In the science tests at the end of Key Stage 2, the school's results were in line with the national average and the results of similar schools. The results achieved in 1999 were higher, overall, at the end of both key stages. Inspection findings show that pupils generally achieve well in relation to their starting points at the beginning of Year 1, and their overall standards are mainly a little above those expected nationally at the end of the key stage. Pupils' achievements are satisfactory, overall, in Years 3, 4, and 5 and are good in Year 6. As a consequence, pupils' standards are generally above average at the end of Key Stage 2.
7. Pupils with special educational needs and those with English as an additional language make good progress in their learning, especially in the core subjects of English, mathematics and science. When account is taken of their starting points and of their individual learning needs, most achieve good results. It is by no means unusual for these pupils to gain lost ground and to achieve the standards expected nationally of pupils of their age in the national tests, at the end of both key stages. The most able pupils make good progress in Key Stage 1 and in Year 6, but sometimes mark time in other year groups. They make very good progress in literacy lessons taught by the headteacher in Year 6.
8. In ICT, pupils' progress is unsatisfactory, overall, across the school. At the end of each key stage, the attainment of most pupils is below average, as a consequence. The school has improved the provision it makes for this subject but this is only just beginning to have an impact on teaching and learning.
9. In art and design, pupils generally achieve well in Key Stage 1, and their standards are mainly good. In Key Stage 2, pupils' progress varies from sound to good, but is mainly sound. As a result, their standards are mainly in line with those expected nationally at the end of Key Stage 2. In history, pupils in both key stages make good progress in developing their historical knowledge and understanding and achieve standards which are a little above those expected for their age. More able pupils in Years 5 and 6 often develop a particular enthusiasm for the subject and do even better. Insufficient evidence was available to make an overall judgement about pupils' standards in geography, and in music in Key Stage 2. In Key Stage 1, pupils achieve well in music, and their standards are above average; and pupils have good singing skills in both key stages. In physical education, pupils achieve good standards in

dance and gymnastics in Key Stage 1. Pupils in Key Stage 2, make good progress in swimming and all pupils regularly achieve, and many exceed, the standard expected at the end of the key stage. Pupils' progress and attainment were unsatisfactory in one games lesson in Year 3. However, too few lessons, in any one aspect of physical education, were seen to allow for secure judgements about standards across the key stage as a whole. Overall, pupils make insufficient progress in developing their design and technology skills, and their standards are below those expected at the end of both key stages.

Pupils' attitudes, values and personal development

10. Almost all pupils, at all times, have positive attitudes to learning and to all other aspects of school life. Attitudes are particularly good in Key Stage 1 where consistently good teaching secures their interest and commitment to their work. Pupils in both key stages concentrate well during discussions, listen carefully to their teachers and their peers, and, in most lessons, are ready to volunteer answers to questions that are raised. When required to work independently, for example during the literacy hour, they apply themselves conscientiously to the task in hand. They make ready use of the resources made available to them, try hard to apply the skills they have already mastered, and take pains with their handwriting and with the presentation of their work, doing their best to meet their teachers' high expectations in this regard. In practical subjects such as physical education, they move in a disciplined way, exercising considerable control and observing rules related to safety. Whatever their ability, pupils in most lessons strive to use their individual talents wisely and well, and to produce their best efforts. Many pupils are keen participants in extra-curricular activities, particularly sports, enjoying both friendly and competitive matches and tournaments involving other schools.
11. Most pupils are consistently polite, helpful, friendly and outgoing at all times. They quickly establish trusting relationships with one another, with their teachers, and with other adults in the school. They observe the social conventions of turn-taking well, for example when queuing for lunch and when answering questions in discussions. With very few exceptions, pupils behave well in lessons and in the playground. Occasionally, however, when familiar or secure routines are changed, a very few pupils in Key Stage 2 classes allow their self-discipline to slip, lose concentration, and do not behave as well as they might. All pupils are guided by a strong moral code acquired in part from home, in part from their schooling, and in part from their religious faith. They are very familiar with the school rules and with classroom rules, and they understand very well what constitutes right and wrong behaviour both within, and beyond, the school environment.
12. The seriousness with which pupils respond to spiritual and moral issues is nowhere more evident than in assemblies and in church. Reverent attitudes on the part of all staff and pupils, and a strong sense of 'family' unity inspired by faith make these occasions truly spiritual experiences. Even in their singing, pupils communicate their spirituality: they sing harmoniously and with feeling, and they clearly understand the meaning behind the words of the hymns. At relevant times in their studies, they make explicit comments that demonstrate their religious beliefs. For example, pupils in Year 1 comment on the snails they are studying, without any prompting, as 'God's creatures'.
13. Elsewhere, pupils work and play together well when given the opportunity to do so, and boys and girls co-operate happily on joint tasks. Bullying is very rare. Support for one another, team effort, and the appreciation of others' talents are the norm, and

pupils' very positive responses to others' achievements during merit assemblies reflect these principles most vividly.

14. Pupils of all ages undertake routine duties and responsibilities willingly and reliably within their classes, and rise well to the challenge of leadership roles as captains and deputies. Older pupils assume responsibilities within the wider school, for example as librarians or as 'managers' of resources and equipment. Many volunteer to help in the dining hall at lunch-times, working with a will as they help younger pupils, set up and put away the tables, supervise queues or help staff by sweeping the floors. They respond with compassion and generosity to the school's efforts to raise funds for local and global charities, sometimes initiating their own fund-raising activities. They are sensitive to the needs and to the feelings of others, and this is evident in their work as much as in their attitudes. For example, in history, the written work of pupils in Year 6 reveals a great deal of empathy for people who suffered hardship and poverty in Victorian times.
15. Pupils with special educational needs are fully integrated into every aspect of school life and are valued members of the community. They work hard to improve their work, and relate well to their peers and to all adults who work with them. In return, they receive warm support, the encouragement they need to succeed and genuine praise for their efforts from their classmates as well as from staff.
16. Levels of attendance at the school are satisfactory. The high levels of unauthorised absence are accounted for, to some extent, by the school's requirement for written explanations for absence from parents. The school has recently reminded parents that verbal messages are not sufficient and the level of unexplained absence is beginning to drop and is likely to be in line with national levels by the end of the academic year. The school properly records holidays taken in term time as unauthorised if parents have not sought prior permission from the headteacher. Registration procedures meet statutory requirements and some registration sessions are used well to encourage learning and set a good start for the day. Punctuality at the start of the day is good but some teaching time is lost by having pupils line up before the start of sessions during the school day.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching was sound, or better, in 94 per cent of all lessons; and was good, and sometimes very good, in 54 per cent of all lessons. One excellent literacy lesson was taught by the headteacher. When the school was last inspected, in 1996, a similar overall judgement was made about the quality of teaching. The most effective teaching is in Key Stage 1 where all of the teaching observed was good, and sometimes very good. In Key Stage 2, four out of every ten lessons were judged to be good, or better, and these were mainly in Year 6.
18. The quality of teaching for children in the Foundation Stage is satisfactory, overall, and enables children to make mainly sound progress in their learning. The teaching of early literacy skills is good, and mathematics teaching is sound. Weaker elements of the teaching are demonstrated in some lessons when children are given insufficient opportunities to develop their speaking skills by talking about their ideas and feelings; and when there is not enough class discussion to celebrate children's achievements and to summarise what has been learned. In addition, the sessions when children are able to choose the activities they undertake do not provide a sufficiently broad and stimulating range of learning opportunities which are carefully planned to promote

specifically identified areas of children's development. The reception teacher has started to use some elements of the guidance provided by the Qualifications and Curriculum Authority about the Foundation Stage, but recognises the need to become more familiar with the good framework it provides.

19. The teaching of English has many strengths and enables pupils to make mainly good progress in the subject. Teaching is particularly good in Key Stage 1 and in Years 5 and 6, and is never less than sound elsewhere. Strengths in the teaching include thorough planning for pupils of all abilities, high expectations, a brisk pace and constructive feedback which helps pupils to improve further. The work related to shared texts is particularly effective and, as pupils move through the school, teachers provide opportunities for pupils to read and write for an increasingly wide range of purposes. However, teachers rarely extend pupils' understanding of the organisation and structure of different kinds of writing; or provide enough opportunities for them to evaluate their writing for weaknesses, particularly in sentence structure and grammar. The National Literacy Strategy is being implemented successfully across the school; and the Additional Literacy support materials are very well taught and are having a significant impact on the achievement of pupils in Years 3 and 4. Sustained, structured discussions by pupils occur too rarely in English and in other subjects.
20. In mathematics, the teaching is good in Key Stage 1 and sound, overall, in Key Stage 2. However, pupils in Year 6 benefit from good teaching by the subject co-ordinator and from good input by the headteacher. Throughout the school, teachers plan conscientiously to reflect the requirements of the National Numeracy Strategy. In the best lessons, the pace of the oral and mental activities is brisk, all pupils are involved through the use of well differentiated questioning and opportunities are provided for pupils to explain their mental calculations. In some lessons, particularly in lower Key Stage 2, the pace of the lesson is slow and more able pupils, in particular, mark time. In less effective lessons, pupils are given few, if any, opportunities to offer their methods and solutions for discussion.
21. In science, the quality of teaching is good in Key Stage 1 and in Year 6; and is satisfactory in Years 3, 4 and 5. Across the school, teachers' subject knowledge is at least satisfactory and is often good. Opportunities for pupils to use their initiative and to develop decision making skills are missed in some lessons, particularly in Key Stage 2.
22. The teaching of physical education is good in Key Stage 1 where well organised lessons allow pupils time to practise, demonstrate and evaluate their own work and that of their peers. In Key Stage 2, teaching ranges from good to unsatisfactory but is sound, overall. The teaching of swimming, in Year 4, is good and that of gymnastics is generally sound. One unsatisfactory games lesson was observed in Year 3.
23. As a result of timetabling arrangements, insufficient teaching of other subjects was observed to make a secure judgement about the quality of teaching. In ICT, staff confidence and competence are improving through training and teachers are beginning to provide more opportunities to involve pupils in the subject. However, they currently make insufficient use of ICT across the curriculum and, as a consequence, standards are below average at the end of both key stages.
24. In art and design, the work completed by pupils in Key Stage 1 suggests that teaching is particularly effective in this key stage. The good standards achieved in Year 4 also indicate well informed teaching. In design and technology, pupils make insufficient progress in developing their skills, and their standards are below those expected at

the end of both key stages. The last inspection identified weaknesses in teachers' confidence and knowledge as key factors in restricting pupils' achievements in design and technology, and this remains the case.

25. In history, teaching is good in Key Stage 1 and in Years 5 and 6, and at least sound in lower Key Stage 2. Visits to places of historical interest, and the use of interesting resources and activities, engage pupils' interest and bring the subject to life. Only one geography lesson was taught during the inspection and, as very little other evidence was available, it is not possible to make a secure judgement about the quality of teaching in this subject.
26. The music co-ordinator has good subject knowledge and makes an important contribution to the development of pupils' singing skills across the school. The quality of teaching is good in Key Stage 1; and pupils in both key stages benefit from effective teaching by the co-ordinator during weekly singing practices.
27. The teaching of pupils with special educational needs, including those with English as an additional language, is good. Teachers plan suitably matched work or identified adult support for the range of pupils with special educational needs. Teaching assistants are well briefed about the lesson content, about what these pupils are intended to learn, and about what they might reasonably be expected to achieve. All class teachers know their pupils well. They take particular care to involve pupils with special educational needs positively in all activities, and value the contributions they make in lessons. The pupils are invited to demonstrate, and take pride in, their achievements. The special educational needs teacher provides particularly good support for those pupils who are occasionally withdrawn from classes for work related to specific targets; and effective use is made of the local authority service for pupils with English as an additional language. Individual education plans for pupils with special educational needs are both precise and rigorous, with challenging but achievable targets.
28. The teaching of more able pupils is good in Key Stage 1, and in Year 6, and is otherwise mainly satisfactory. However, these pupils are sometimes given tasks which are insufficiently challenging in mathematics in Years 3 and 4, and in science in Years 3, 4 and 5.
29. Across the school, teaching is characterised by good relationships between teachers and pupils and an orderly atmosphere in lessons. Resources are carefully prepared, tasks are clearly explained and teachers generally organise their lessons efficiently. The learning objectives of lessons are clearly defined and, in most lessons, are appropriately shared with pupils. Teaching assistants are well briefed and appropriately deployed, and provide good support for pupils. All staff demonstrate a satisfactory awareness of equal opportunities.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The curriculum for children in the Foundation Stage is broadly satisfactory. Good provision is made for the development of children's early literacy skills, although they need more opportunities to express their ideas and feelings in some lessons. Children sometimes require tasks which are planned and implemented more rigorously to promote specifically identified elements of their learning, including through well-focused practical and play activities; and they do not have opportunities

to develop their physical skills by using large toys and apparatus in a secure outside area. The early years teacher has started to use the Early Learning Goals in her planning but recognises the need to become more familiar with the guidance about provision in the Foundation Stage. Overall, however, the curriculum for the youngest children provides them with a satisfactory foundation for their work in Key Stage 1.

31. In Key Stages 1 and 2, the curriculum meets statutory requirements. It has sufficient breadth and is reasonably balanced. Sufficient time is allocated for literacy and numeracy, and this is used particularly well in English lessons across the school, and in mathematics lessons in Key Stage 1. However, pupils need more opportunities to develop their ICT skills through work across the curriculum; and the provision for design and technology does not enable pupils to achieve satisfactory standards.
32. The school has made satisfactory progress since the last inspection in producing and adopting policies and schemes of work for the subjects of the National Curriculum. However, the recently introduced schemes for ICT, design and technology and geography have yet to make a significant impact on pupils' progress and standards. The school has plans to develop a policy for early years, and this is particularly appropriate given the reservations included in a previous paragraph. The last inspection found that pupils needed more opportunities to take responsibility for their work. The school's progress in rectifying this deficiency is barely adequate, and there is still work to be done in most classes to give pupils more opportunities to make decisions and to use initiative to promote their learning.
33. Provision for pupils with special educational needs is good. Work planned for the pupils draws variously on the skills and expertise of class teachers, the special educational needs teacher, teaching assistants, the headteacher, and, where relevant, outside specialists. Support for pupils with learning difficulties associated with literacy is particularly effective. There is a limited amount of support for pupils experiencing learning difficulties in mathematics, an aspect of special educational needs work which the school is keen to develop. The few pupils with medical, physical, and emotional and behavioural needs all receive good support.
34. More able pupils are identified through assessments and observations very early in their time at the school. All teachers try hard to make sure their needs are met through the provision of differentiated work although some tasks lack sufficient challenge in mathematics and science in Key Stage 2. More able pupils in Year 6 benefit from particularly challenging work in English and in mathematics when they are taught in special groups during the literacy and numeracy hours.
35. The school makes good use of a range of community opportunities to enrich the curriculum. The very close parish links, including the use of the parish hall and participation in parish celebrations and events, help pupils feel part of their local community.
36. The school welcomes volunteer helpers from the parish and the wider community and they make a significant contribution in information and communication technology, and in the sustained support for less able readers. Additional computers have recently been donated to the school by the Education Business Partnership. Good use is made of the local area when studying history and environmental issues, and visits to the library and museum help to broaden pupils' horizons. Pupils have opportunities to mix with others in local sporting events, and participated in the recent Reading Catholic Schools Pageant at Mapledurham. The school liaises effectively

- with linked nursery schools which ensures that children's particular educational needs are known before they start school.
37. The school makes sound provision for pupils' personal and social education, including health education and sex education. The importance of taking care with medicines and the dangers of smoking and drug misuse are appropriately emphasised in some assemblies. However, the school needs to develop more systematic procedures for raising pupils' awareness, particularly about drug misuse. The school provides a satisfactory range of extra-curricular activities, including for football, netball, cricket, art, drama, French and recorder playing.
 38. The school makes very good provision for pupils' spiritual and moral development, good provision for their social development, and sound provision for their cultural development.
 39. The school's aims place the Christian faith at its centre, and a strong spirituality pervades all aspects of its work. The headteacher and other staff establish a very secure spiritual tone in their assemblies. So effectively do they combine spiritual concepts with the practicalities of life that Christian principles are made accessible even to the youngest children. Assemblies address a range of religious, moral and social themes, and fully meet the requirements for a daily act of worship. Strong links with the church reinforce the spiritual dimension of pupils' development. The whole school attends Mass in the church at significant points in the Christian calendar. For example, during the inspection, Mass was celebrated in the church on the Feast of All Saints. Such occasions unite school and community as one family within the Christian faith and reinforce the reverence and the value of prayer so well promoted in the school itself. In assemblies and throughout the school day, pupils are given frequent opportunities to pray and to reflect on matters of personal concern and of concern to others. In curriculum subjects, pupils are taught to use empathy when learning about others, for example in history and English. They are taught to value spirituality in others, to recognise human achievements, and to appreciate displays of courage in adversity. In science lessons, teachers draw their attention to the wonders of the natural world, for example through close scrutiny of the humble but marvellous snail in the Year 1 class.
 40. The school is fortunate in being able to build on the strong moral foundation already established in pupils' home lives. Through its aims, policies, rules and practices, and above all else through its Christian ethos, the school provides very effective moral guidance. Staff value each individual child. Nowhere is this more evident, perhaps, than in the school's provision for pupils with special educational needs, where as much care is taken to respond to pupils' individual personalities as to their academic or other needs. Staff provide exemplary models for relationships and behaviour in their daily interactions with their classes. Pupils are taught the difference between right and wrong, and they are appropriately involved in drawing up classroom rules which inform their behaviour and their manners on a daily basis. Through their work and through fund-raising activities, they are taught to reflect on mankind's moral responsibility for the care of the planet and for others less fortunate than themselves.
 41. Pupils are given frequent opportunities to develop social awareness and social responsibility. They work together in class, and they co-operate in groups and small teams, for example in physical education lessons. Membership of school 'houses' and participation in a range of sporting activities, in particular, develop their understanding of the importance of individual effort and collective responsibility. The award of house points and of various 'merits' to individuals promotes appropriate behaviour and social responsibility just as surely as it promotes and rewards

academic achievement. All pupils are encouraged to assume responsibilities within the classroom, and, as they grow older, to take on wider responsibilities, for example for the care of equipment, in the school as a whole. Pupils in Key Stage 2 are encouraged to volunteer for lunch-time duties in the dining room. Leadership roles are strongly encouraged through the responsibilities delegated to even the youngest pupils in Key Stage 1 as 'captains' and 'deputies'. Church and community links further develop pupils' roles as 'leaders' and as useful citizens within a wider social context.

42. Pupils' cultural development is promoted satisfactorily through the curriculum, through a number of educational visits, and through a suitable range of extra-curricular activities. Literacy lessons familiarise pupils with both classic and contemporary fiction, and a love of reading is strongly promoted. School drama productions contribute to both social and cultural development, while history lessons give pupils valuable insights into different societies. The celebration of Christian festivals and readings from the Bible develop pupils' awareness of their religious and cultural heritage, and also, to some extent, of their linguistic heritage. Music, and especially singing, is an enjoyable experience for very many pupils, and art introduces pupils to the work of some well known artists. However, most cultural experiences presented to pupils reflect West-European traditions. Pupils' awareness of the multicultural dimensions of British society, in the broadest sense, is relatively underdeveloped and this aspect of provision needs to be addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Overall, the school has sound arrangements for assessing pupils' attainment and progress. The last inspection identified the need for teachers to make better use of assessment information to inform planning. The school has made satisfactory progress in addressing this issue, and work is usually matched to the needs of pupils of all abilities. Sensible use is made of statutory and non-statutory testing to inform planning, and teachers make pertinent notes of the significant achievements or needs of individuals through ongoing assessments. Baseline assessment helps to identify children with special educational needs, and informs early planning for the youngest children in the school. In the vast majority of lessons, teachers' planning identifies what pupils are expected to learn, and this enables them to assess pupils' standards and progress with clearly identified objectives in mind. In the most effective lessons, particularly in Years 1 and 6, teachers make skilful use of questions to probe pupils' understanding and to assess their future needs. The last inspection found the school had few examples of pupils' work which were assessed against National Curriculum levels to promote accuracy and consistency in teachers' assessments. Teachers have discussed examples of pupils' writing, and agreed appropriate standards for the work seen. As a consequence, there is a useful portfolio of assessed work in writing. However, there needs to be more discussion about pupils' work to assess and agree the standards which are reached in other subjects.
44. St Anne's is a caring community where each child is valued and effective support is provided. The teachers and other adults get to know the pupils well and they are alert and sympathetic to their particular pastoral needs. Children with specific behavioural or other needs receive appropriate specialist support. Relationships in the school are based firmly in the Catholic tradition of care and respect, and pupils are positively encouraged to give of their best and to be mindful of the needs of others. Pupils and parents are confident that their concerns will receive a sensitive hearing and this ensures that problems are dealt with at an early stage.

45. The management of pupils' behaviour is carried out well and is a strength of the school. There is a good policy for behaviour and discipline which emphasises the importance of positive praise. The detailed guidelines for acceptable conduct are clearly set out and pupils respond positively to the system of rewards and sanctions. The staff regularly review the implementation of the policy to ensure the consistency of its application across the school. The weekly merit assembly recognises pupils' achievements, not only in academic work but also in their helpfulness and courtesy, and pupils are proud to receive their awards. This makes a positive contribution to their personal development and attitudes to school. Any occasional incidents of poor behaviour or bullying are appropriately recorded and dealt with fairly and promptly, with pupils being expected to reflect on their actions.
46. Staff are alert to the needs of all pupils and regularly remind them about issues of personal safety. However, there is no school policy, or guidelines for procedures, for child protection. The headteacher is aware of these deficiencies and has recently attended appropriate local authority training before embarking on a programme aimed at raising staff awareness. Procedures for monitoring attendance are sound and the school has recognised the need to clarify absence reporting with parents.
47. The school has no policy or planned programme for personal and social education but most aspects such as healthy eating and sex education are appropriately covered as part of the science curriculum. Pupils have some opportunities to learn about personal safety, for example, when speakers from the fire or police service visit the school, but this does not yet include issues relating to drugs. Most teachers plan for a regular 'circle time' when pupils have the opportunity to reflect on feelings or to discuss problems, and this helps pupils to improve their feelings of self worth.
48. The school has sound procedures for medical matters, accidents and emergencies; and many adults in the school have up-to-date training in first aid. The premises and grounds, which are clean, tidy and well maintained, are regularly inspected by the headteacher, caretaker and governors to identify any health and safety hazards. The school is already aware of the need for further safety improvements in the corridor leading to some infant classrooms. Risk assessments for particular events such as the Parents' Association bonfire party are appropriately carried out. There is a well designed security system to limit access to the school buildings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. St Anne's is a school that works hard to encourage a strong Catholic family ethos and this forms the basis for a firm partnership with parents. Parents have positive views about the school and most find that the headteacher and staff are friendly, open and caring. The school makes particular efforts to consult parents on changes, such as the timings for parent consultations or the costs of the school residential visit, and, as a consequence, the majority feel that the school works closely with them and takes their views into account.
50. Parents are encouraged to share any concerns with the staff and they are confident that they will receive a sympathetic hearing. The school maintains good communication by giving parents brief reports on their children's progress each half term and this acts as an early warning system to identify any problems in learning or behaviour. Parents also have regular opportunities to discuss their children's progress and targets for improvement throughout the year. Although annual written reports are detailed, many do not report separately on all subjects in the National

Curriculum; this does not meet statutory requirements. Similarly, in the Foundation Stage, reports do not always comment on all the Early Learning Goals.

51. Parents receive regular newsletters about school activities and the well-presented prospectus includes a satisfactory range of information about the teaching, expectations and routines in the school. Occasional meetings are held to explain new educational strategies, such as for numeracy, and these are reasonably well attended. The school has recognised that there is scope to increase the amount of information given to parents about what is to be taught and has recently provided them with a summary of work to be undertaken by pupils during the current academic year.
52. Many parents have long standing connections with the school and they welcome the opportunities to maintain these links by joining in with the school's celebratory worship. Some parents are also able to spare the time to help regularly in classes or to help run extra-curricular clubs. The active parents' association successfully raises significant amounts of money to support school initiatives such as the furnishing and stocking of the new library.
53. The home/school agreement has been fully supported by the parents and their commitment to their children's education is evident in the support they give in helping their children with work at home. Parents' commitment to the school and to learning provides a good role model for pupils, and this is a significant factor in developing their positive attitudes and in maintaining the school's ethos.
54. The school works hard to establish positive links with all the parents of children with special educational needs. They are informed of their child's needs when these are first identified, and are subsequently informed, and wherever possible consulted, when the child's progress is reviewed and new targets are set. Most parents support the school well in their efforts to help their children. Almost all parents help their children with reading at home, and some help their children with work specifically matched to their targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. When the school was last inspected, in 1996, the current headteacher had been in post for a term. The inspection report praised her understanding of the school's deficiencies, at that time, and found that she was moving quickly, but sensibly, to address the school's needs. Since the last inspection, the headteacher has worked effectively with staff and governors to secure improvements in school management. As a consequence, most of the weaknesses identified in the last report have been successfully addressed.
56. The headteacher demonstrates good leadership and management skills. She is very conscientious, knows the pupils well and is particularly successful in creating a climate where their personal development is successfully fostered and all pupils are made to feel valued. The headteacher has good interpersonal skills and has encouraged the development of a positive team spirit amongst staff. Her clear vision for the school was acknowledged in the last report and, in line with national developments since 1996, she has started to analyse its performance more rigorously and to provide a clear sense of direction for the school. She monitors the quality of teaching through well-focused observations in lessons, in both key stages, and provides teachers with valuable feedback. The headteacher also has annual

discussions with teachers about their work, but now needs to focus more specifically on the development of the monitoring roles of most co-ordinators. She has established constructive relationships with parents although the evidence from questionnaires suggests that there is a need to continue to improve communication between home and school.

57. The school development plan has been formulated through effective leadership and appropriate staff involvement, and is carefully organised. Action plans identify those responsible for individual initiatives and appropriately show how these will be undertaken and resourced. Overall, the plan identifies relevant priorities and makes a sound contribution to school improvement. However, there are insufficient details to provide clear guidance beyond the spring term 2001. The headteacher and governors recognise that more time should be allocated to evaluating the success of completed initiatives and implications for future work; and to planning strategically over a longer period.
58. The deputy headteacher is making a valuable contribution to the leadership and management of the school. As mathematics co-ordinator, she analyses standards carefully, has a sound overview of the quality of teaching through lesson observations and has a beneficial effect on the development of this subject. The English co-ordinator has also undertaken observations of teaching, across the school, and has provided useful feedback to her colleagues; and the science co-ordinator, who has only recently joined the school, has undertaken some initial monitoring. The roles of other co-ordinators require further development, and this is recognised by the school. There is some scrutiny of samples of pupils' work but this is not well established. There is a need for a more rigorous analysis of findings to identify strengths and weaknesses in subjects and enable support to be targeted accurately. The last OFSTED inspection found that co-ordinators needed to monitor their subjects more systematically and effectively. While improvements have been made, the monitoring work of most co-ordinators remains underdeveloped.
59. The leadership and management of special educational needs provision are effective. The role of special educational needs co-ordinator is shared jointly by the headteacher and the special educational needs teacher, both of whom carry out their responsibilities well. The special educational needs teacher is preparing, gradually, to assume full responsibility for the role, and is studying for a professional qualification in special educational needs work. In the meantime, she benefits from the experience and expertise of the headteacher and they work well together as a team. Appropriate policies and procedures are in place, and professional contacts with outside agencies are constructive and helpful. The progress made by pupils with special educational needs is monitored closely, and pupils are moved to different stages of the special educational needs register, and sometimes off the register, in the light of the progress they make. There are strong links with the main secondary school to which pupils transfer. Special educational needs co-ordinators from the school visit St Anne's to learn about pupils' needs before they move to Key Stage 3, and the pupils and their parents are invited to visit the secondary school in the summer term before the transfer.
60. The school benefits from a committed governing body which makes a sound contribution to the leadership and management of the school. There have been a number of changes in the membership of the governing body and about half of the governors have been appointed in the last year. Governors work well with the headteacher, and appropriate committees are established which meet regularly and help to guide the school's work. Since the last OFSTED inspection, sound progress

has been made in ensuring that the school meets statutory requirements, some of which were not in place at that time. Statutory requirements are now fully met apart from those which apply to pupils' annual reports.

61. The chair of governors and the parish priest are frequent visitors, know staff and pupils well and provide good support for the school. The chair of governors has a sound overview of provision in English. The governor with responsibility for numeracy has only recently taken on this role but gains from knowledge acquired as a part-time teacher at the school. The governor with responsibility for special educational needs is well informed about arrangements for these pupils; and other governors have particular interests in science and ICT. Links between individual governors and other subjects are being considered, and this is a sensible strategy to develop governors' awareness of the school's work further. While the governors are taking a keen interest in the work of the school, their knowledge about its performance needs to increase. Through the headteacher's work with the curriculum committee, they have a growing awareness of recent trends in statutory test results and of the performance of individual cohorts. As a consequence, the school's targets are matched to assessment data more accurately. However, governors have yet to develop their understanding of the implementation of the curriculum fully and, consequently, to develop their role as critical friends to the school. Overall, the governors have a broad understanding of the main strengths and weaknesses but would benefit from gaining more first hand knowledge through a programme of well-focused visits to observe the school in action.
62. The administration of the budget is carried out efficiently by the headteacher and the school's finance officer. New posts of 'finance officer' and 'administrative officer' were created at the beginning of the autumn term and the school is benefiting from the good support which has resulted from this decision. Spending is also carefully monitored by the finance committee which provides sound support for the management of the school. There are regular meetings, and the budget is analysed with particular care during the spring and early summer terms. Financial planning is appropriately linked to the priorities identified in the school development plan. The school takes care to obtain value for money through the purchase of educational materials, and estimates for building work or maintenance are carefully debated. Overall, the school makes sound use of finance, staffing, accommodation and learning resources. As a consequence, pupils generally make sound or better progress in most aspects of their learning, and the school provides satisfactory value for money.
63. There are sufficient teachers; and, overall, the staff have the expertise and experience to cover the age range and ability of the pupils. Teachers' subject knowledge is generally sound although evidence suggests that some teachers would benefit from in-service training to develop their confidence and skills in teaching design and technology. The school has appropriately identified staff training needs in gymnastics and dance, particularly in Key Stage 2. Teaching assistants are well briefed, and develop positive relationships with pupils. They have good skills and make a valuable contribution to pupils' learning.
64. The school is making appropriate preparations for the introduction of performance management.
65. The school benefits from ample outside space, both grassed and paved. However, pupils in the reception class do not have access to a secure outside play area to develop their physical skills. The last OFSTED report identified a few rooms such as

that used by Year 6, as cramped. Since then, the headteacher and governors have successfully managed a number of significant improvements to the buildings which include a new library, office, staff kitchen, an improved front entrance to improve security and a classroom for Year 6. The new classroom has improved the accommodation not only for Year 6 but also for Class 1 as well as providing a room for the teaching of pupils with special educational needs. Other improvements to the building are planned. Teachers have created attractive learning environments in classrooms and corridor areas and the conscientious caretaking staff keep the school very clean. This has a beneficial effect on the overall quality of education provided by the school.

66. Overall, resources for learning are satisfactory. However, the use of the library as a study base is constrained by a general shortage of centrally held learning resources; and the teaching of English would benefit from additional classroom resources including poetry and plays for group reading. The school has very limited resources to support the development of pupils' knowledge and understanding about art; and those for ICT and design and technology are just adequate. Resources for geography need to be audited and updated.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve pupils' standards and the management of the school, the governors should include the following issues in their post-inspection plan:

- Improve standards in ICT by providing more regular opportunities for pupils to develop their skills and to use ICT to support and enhance their work in other subjects.
(see paragraphs 118 - 124)
- Improve standards in design and technology by increasing the subject knowledge and confidence of some teachers, and by improving planning to secure the progressive development of pupils' key skills in the subject.
(see paragraphs 108 -110)
- Improve the monitoring of the school's performance by:

ensuring that all subject co-ordinators are sufficiently rigorous in their analysis of the strengths and weaknesses in their subjects in order to identify and target areas for improvement;
developing a more systematic monitoring programme to enable governors to fulfil their role as critical friend to the school.
(see paragraphs 58 and 61)
- Improve the school development plan by:

evaluating the success of completed initiatives and any implications for future planning;
providing clear guidance on how the school will improve over a longer period.
(see paragraph 57)
- Meet statutory requirements by providing specific information on each of the subjects of the National Curriculum in pupils' annual reports.
(see paragraphs 50 and 60)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Enable pupils to develop their decision making skills by providing more opportunities for them to use their initiative and to respond to open-ended questioning.
(see paragraphs 20, 21, 32, 69, 92 and 100)
- Improve provision for children in the Foundation Stage by:

developing play facilities which include climbing apparatus and equipment to help children to develop their physical skills;
providing more opportunities for children to develop their speaking skills;
ensuring that planning and provision for those sessions when children choose their activities enable them to experience a broad and stimulating range of carefully targeted learning opportunities.
(see paragraphs 18, 30, 69 and 75)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	12	40	40	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	185
Number of full-time pupils eligible for free school meals	n/a	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	47

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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
	2000	7	15	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	14	14	14
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	91 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	14	12	15
	Total	20	18	21
Percentage of pupils at NC level 2 or above	School	91 (100)	82 (100)	96 (97)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	13
	Girls	12	10	13
	Total	24	19	26
Percentage of pupils at NC level 4 or above	School	92 (73)	73 (85)	100 (79)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	12	12	13
	Total	21	24	26
Percentage of pupils at NC level 4 or above	School	81 (76)	92 (85)	100 (85)
	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	5
Black – African heritage	4
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	2

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)	8.5
Number of pupils per qualified teacher	21.8
Average class size	26.4

Education support staff: YR - Y6

Total number of education support staff	5
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	333,760
Total expenditure	342,233
Expenditure per pupil	1,774
Balance brought forward from previous year	31,043
Balance carried forward to next year	22,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	47	47	6	0	1
Behaviour in the school is good.	43	51	5	0	1
My child gets the right amount of work to do at home.	41	42	9	7	2
The teaching is good.	50	46	2	0	3
I am kept well informed about how my child is getting on.	34	46	13	5	3
I would feel comfortable about approaching the school with questions or a problem.	60	31	9	0	0
The school expects my child to work hard and achieve his or her best.	60	37	2	0	1
The school works closely with parents.	27	47	16	6	5
The school is well led and managed.	44	39	13	1	4
The school is helping my child become mature and responsible.	47	45	4	0	5
The school provides an interesting range of activities outside lessons.	27	50	14	3	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children are admitted into the reception class in the term in which they become five years old. Most have had pre-school experience; and the school's induction procedures are sound. At the time of the inspection, there were 11 children in the class and five were still four years old.

Personal, social and emotional development

69. Provision for children's personal, social and emotional development is satisfactory, and they make sound overall progress in these areas of learning. Children develop positive relationships with each other, and co-operate well when working together. They play constructively when acting as shopkeepers or customers in the shop in the role play corner; and they share resources amicably, for example, during art sessions. They learn to take turns and are generally sensitive to the needs of others. Children make sound progress in developing their understanding of right and wrong, and their behaviour is good. They have positive attitudes to school, listen attentively to their teacher and are usually confident learners. They have opportunities to make choices about the activities they undertake in some lessons, but there is scope for the teacher to provide a broader range of interesting activities to stimulate their interest and to promote their decision making skills. On occasions, children would benefit from more open-ended questioning from their teacher to encourage them to talk about their ideas and feelings. Overall, however, the teaching promotes children's personal, social and emotional development satisfactorily.

Communication, language and literature

70. Children in the reception class have good listening skills, but are broadly average for their age in their speech. They respond well to activities involving language and literacy, making good, and sometimes very good, progress in these aspects of their work. They enjoy stories, follow the direction of the print on the page easily as they share a book with their teacher, and join in with the reading enthusiastically when they can. During discussion about 'Where's Spot?', they show good understanding of the story-line and ideas, and, when asked, can match key words to words on the page. All can recognise many letters by their shapes and sounds, and all can identify some initial sounds in spoken words, recognising, for example, that button starts with a 'b' sound.
71. After a very short time in school, all children in the group can already build very simple words by combining familiar letter sounds, and some are confident enough to build sentences using printed word cards. All the children can write their own names. All can also form most letters accurately during handwriting practice, and most can copy their teacher's writing with reasonable accuracy, leaving appropriate spaces between words. They are learning to communicate their ideas in sentences for their teacher to write, and their independent writing, although as yet 'emergent', already bears many of the characteristics of conventional handwriting. Letters are clearly formed and consistent in size, the writing follows a left to right direction across the page, and certain familiar sounds, and sometimes words, are represented accurately. It is clear, from the care that they take, that the children enjoy writing whether recording stories, captions or personal accounts.

Mathematical development

72. Children make mainly sound, and sometimes good, progress in developing their mathematical knowledge, skills and understanding; and the attainment of the current group of children is mainly in line with that expected for their age. They progress well in developing an understanding of numbers through sorting, matching, ordering, sequencing and counting using either everyday objects or mathematical resources. Most children recognise the numerals zero to nine and some can count beyond this. They are also gaining confidence in using the number names and related mathematical vocabulary such as 'before', 'after,' 'more' or 'next'. They consolidate their knowledge through learning number rhymes and songs and when 'echoing' the clapping of their teacher. The majority of children use simple mathematical language confidently, for example, when talking about two-dimensional shapes and their properties, but would benefit from more opportunities to talk about their understanding of mathematical concepts. The quality of teaching in mathematics is sound and a broadly satisfactory range of practical activities is provided to promote children's mathematical development. However, the reception teacher is aware that children's learning would benefit from more regular access to water play in order to consolidate and extend their understanding of capacity and measures.

Knowledge and understanding of the world

73. Children make satisfactory progress in developing an understanding of the wider world in which they live and learn to use simple geographical terms, through visits made around the school and its grounds. During the inspection, for example, they discussed photographs of different parts of the school and then walked around the buildings to try and match these with observations they were making. Other observations children are encouraged to make enable them to develop an understanding of change, for example, in the weather and the seasons. They also learn about the world of work through role play, although, there is scope to improve the quality and range of this provision. During the inspection, no children were observed using ICT in order to develop their skills. They have access to a computer in the adjoining special educational needs base but this is shared with pupils in Year 2.
74. Children in the reception class develop a good understanding of 'past' and 'present' in relation to their own lives and to the wider world, during a topic on toys. For example, they understand that, over the course of their own short lives, they have already changed, preferring certain kinds of toys as babies and toddlers, and different kinds again as they get older. They compare the toys available today with the toys their parents and grandparents played with, and they learn about museums when a toy museum is assembled in a neighbouring classroom. When learning about travel and transport, they consider ways in which they travel to their holiday destinations and compare these methods with those available to people in the past. They recognise that 'flying machines' have changed over time, and record, in pictures, the various stages from hot air balloons to modern jet aircraft. They observe a penny-farthing bicycle in some detail, comparing it with their own, modern bicycles, and they examine objects from kitchens 100 years ago, identifying similarities and differences between these and their modern equivalents.
75. Children make sound progress and achieve average standards when identifying a range of common materials, such as wood, paper and plastic, and deciding whether

they are hard or soft. They demonstrate satisfactory observation skills when examining a range of leaves and autumn fruits which they find on the school field. However, their progress in developing their scientific understanding of the world around them is sometimes inhibited by weaknesses in the teacher's questioning to probe their understanding, and in lessons where there is insufficient whole-class discussion to summarise what has been learned. Overall, children's scientific knowledge and understanding are broadly average as they leave the reception class.

76. Children make satisfactory progress when learning to cut and stick materials, and their skills are broadly average. However, they would benefit from more opportunities to create their own simple models, using recycled materials and construction kits.

Physical development

77. Children in the Foundation Stage do not have regular access to a secure outside area to develop their physical skills. In addition, there is a general shortage of suitable wheeled toys and climbing equipment and, as a consequence, the progress which children make in developing their gross motor skills is unsatisfactory, overall. The reception class teacher makes effective use of the hall to develop the children's physical skills through more formal work, for example, through dance and through the use of small apparatus; and the children attain good standards for their age in dance. They move with good co-ordination and control, using their imagination well as they 'pull their feet out of mud' wearing imaginary wellington boots, or as they 'teeter along' wearing 'high-heeled shoes'. They develop their own ideas well, creating their own patterns of movement to represent a dance in 'happy dancing shoes'. Most children already have well developed fine motor skills for their age. For example, they hold pencils accurately, showing good control of letter shapes and clearly representing the shapes of any objects they draw.

Creative development

78. Children generally achieve well when painting from their imagination, and their pictures are bold and expressive. They make sound progress when making simple prints, and demonstrate satisfactory skills when creating collage pictures. They develop their creative skills when playing in the class shop, but would benefit from additional opportunities for role play. During the inspection, no music was taught in the reception class, so it is not possible to judge children's progress or standards in this aspect of their learning.

ENGLISH

79. The school's results in the national tests at the end of Key Stage 1 in 2000 were well above the national average in writing and above average in reading. In relation to the results achieved by similar schools, St Anne's did better in writing at the end of Key Stage 1, and significantly better in reading. In the same year, the school's results in English were broadly in line with the national average, at the end of Key Stage 2; and also in line with those of similar schools. The proportion of pupils who exceeded the national standard in 2000 was considerably lower than in 1999, which the school attributes to the lower percentage of more able pupils in this particular cohort. Such variations in performance, year on year, have characterised the school's results for the past few years, in spite of a rising trend in overall performance since the time of the last OFSTED inspection in 1996. Inspection findings support the school's

analysis of its results and it is evident, from all the evidence available, that the results achieved by the cohorts in Years 2 and 6 in 2001 will reflect an improvement on the 2000 results. There is little significant difference, in either key stage, in the attainment of boys and girls.

80. Pupils in both key stages do well in reading. As a result of good teaching, pupils in Key Stage 1 acquire a very secure foundation in initial literacy and are already well prepared to develop higher order reading skills. By the end of Key Stage 1, most pupils read simple texts aloud confidently and fluently, use inference well to tease out the hidden meanings in the stories they read, and recognise the organisational and stylistic features of many different kinds of text. These skills also help them with their writing, so that, for instance, most pupils in Year 2 punctuate simple sentences accurately and can draw up a set of convincing instructions when asked to devise a safety code for the use of fireworks on bonfire night. Pupils of all abilities make good progress in their knowledge, understanding and use of English in Key Stage 1 and in Years 5 and 6, and progress elsewhere is never less than sound. By the end of Key Stage 2, the more able pupils are particularly well read for their age, bring a high level of critical appreciation to bear in their study of texts; and write confidently, in a mature and accomplished way, for a wide range of purposes and with a high degree of technical control over punctuation, grammar and spelling. Where there are weaknesses in pupils' writing, in both key stages, these are often related to insecurities in relation to sentence structure (in particular the construction of complex sentences), to grammatical inconsistencies (as in the agreement of subjects and their verbs), to incorrect spelling, to weaknesses in the organisation of ideas and of language, and, in some instances, to a lack of descriptive detail or to a blandness in style which fails to engage the reader. Pupils of all ages and abilities achieve consistently high standards in handwriting and in the presentation of their work.
81. From the time they enter Key Stage 1, most pupils listen well to their teachers, peers and other adults. While their speech is broadly average on entry to Key Stage 1, they develop well, particularly in their ability to read aloud. By the end of Key Stage 2, all pupils read aloud competently to adults and in class, while the more able readers tackle complex texts with confidence and assurance. For example, at a Mass to celebrate the Feast of All Saints, pupils from Year 6 deal very competently with Biblical language when they read aloud to the congregation in the church. Their energetic voices easily reach those parishioners in the back pews, and their messages are conveyed clearly and convincingly.
82. The teaching of English has many strengths and enables pupils to make mainly good progress in the subject. Teaching is particularly good in Key Stage 1 and in Years 5 and 6, and is never less than sound elsewhere. Pupils with special educational needs receive good support in classes, and very good teaching from the special educational needs co-ordinator during short sessions when they are withdrawn from class. More able pupils in Year 6 benefit from exceptionally challenging teaching during literacy hours taught by the headteacher. The National Literacy Strategy is being implemented successfully throughout the school. Pupils in Key Stage 1 receive a thorough grounding in all aspects of initial literacy. The high expectations set by their teachers for both behaviour and performance establish a pattern whereby pupils' growing self-esteem is firmly rooted in achievement: all pupils, irrespective of their capabilities, are encouraged, and helped, to achieve their personal best. All teachers, in both key stages, prepare their lessons well, with clear objectives which are then rigorously pursued. They take care to plan appropriate work for pupils of differing abilities, and their feedback to pupils is constructive, all the time helping them to build on their earlier work and to improve further. Most lessons are conducted at a brisk

pace. The work related to shared texts is particularly effective: it develops pupils' critical faculties, clearly demonstrates the characteristics of different kinds of writing, and helps pupils to appreciate how literary techniques can be used to create particular effects. From Key Stage 1 onwards, teachers introduce pupils to higher order reading skills, including the use of inference, in both fiction and information texts. They give pupils opportunities to read and write for an increasingly wide range of purposes as they move up through the school, and they make sure that pupils use what they read to help them develop skills as writers. However, 'shared and guided writing' sessions are relatively rare, especially in Key Stage 2. Overall, pupils are not required, enough, to evaluate their writing for weaknesses, particularly in sentence structure and grammar. Although pupils' skills in speaking are carefully nurtured at an individual level, through daily interaction with adults and through planned opportunities for reading aloud, sustained, structured discussions by pupils occur too rarely, both in English and in other subjects.

83. Since the last OFSTED inspection in 1996 there has been a rising trend in attainment in both key stages. The texts used for shared work are more challenging, and the reading demands made on pupils are rigorous. The National Literacy Strategy, supported by commercial materials of good quality, now gives a secure base to the developing scheme of work. Most pupils have useful individual targets for their work in English, and various assessments are used, increasingly effectively, to inform both planning and target-setting for individual pupils and for year groups. The Additional Literacy support materials are very well taught and are having a marked impact on the achievement of pupils in Years 3 and 4.
84. A well-appointed room now serves as a library. However, its use as a purpose-built study base is not yet fully developed, and there is a general shortage of centrally held learning resources to support its use. Classroom resources are broadly satisfactory, although teachers and pupils would benefit from additional materials, including poetry and plays, for group reading. The use of information technology to support work in English is underdeveloped across the school.
85. The headteacher has monitored teaching and learning in English by observing all teachers and providing written feedback. The English co-ordinator has also observed lessons in all year groups and has given informal, supportive feedback to some teachers. She regularly advises staff, and she helps them in practical ways by finding useful resources or assisting them with their planning. She has also sampled pupils' work, subsequently leading staff meetings to discuss what was working well and which areas needed further improvement. The literacy governor keeps abreast of developments in English in the school and is supportive in his role. Overall, however, there remains scope for more rigorous monitoring of teaching and learning by the co-ordinator.

MATHEMATICS

86. The results of the 2000 Key Stage 1 SATs indicate that the percentage of pupils achieving Level 2 or above was close to the national average. However, only a small number of pupils exceeded this level and, overall, the school's results were below the national average and those achieved by similar schools. The 1999 test results were significantly better than those achieved in 2000. Following a thorough analysis of the results of the 2000 cohort, weaknesses in some aspects of numeracy and in pupils' knowledge and understanding of shape and measures were identified by the school.

87. Inspection findings are more favourable than the most recent SATs results and indicate that Key Stage 1 pupils, including those with special educational needs, make good progress in acquiring key numeracy skills. They are developing a sound knowledge of place value to 100, can describe and extend number sequences and employ the correct number operations when making calculations. They make slower, but broadly satisfactory, progress in using and applying these skills to solve problems. Pupils also make good progress in developing their understanding of measures, shape and space. There are no marked differences in the performance of girls and boys. Overall, standards are mainly a little above those expected nationally at the end of Key Stage 1.
88. In the 2000 Key Stage 2 statutory tests, the percentage of pupils achieving Level 4 and above was close to the national average. However, the percentage of pupils exceeding this level was well below average. Overall, these results were below the national average and those achieved by similar schools. The school's 1999 results were significantly better than those achieved in 2000. Detailed analysis of the 2000 SATs results, undertaken by the school, indicates that some pupils in this cohort were not sufficiently secure in their understanding of shape, data handling and probability.
89. Inspection findings indicate that most of the current Key Stage 2 pupils have a sound understanding of the number system and of measures, shape and space, and can handle data competently. In Year 6, for example, pupils confidently construct three different types of graphs using given information, while in Year 3, pupils demonstrate a sound knowledge of some of the properties of two-dimensional and three-dimensional shapes. Progress in learning to apply the mathematical skills they have acquired is broadly satisfactory, but slower, across the key stage as pupils need more opportunities to solve real-life problems. Pupils with special educational needs are well supported and make good progress throughout the key stage. The majority of pupils in the current Year 6 class demonstrate average standards and a significant minority do better. Work samples show that Year 6 pupils make good progress and that progress is sound in Year 5. However, although progress is broadly satisfactory in lower Key Stage 2, it is generally slower and more able pupils mark time in some lessons.
90. Throughout the school, most pupils show an interest in the subject and behaviour in mathematics lessons is good. Pupils respond particularly well when they are involved, interactively in the lesson, for example, in a very good lesson on number sequences in Year 1. However, in some lessons there are limited opportunities for pupils to demonstrate or explain their mathematical thinking or to show initiative.
91. The quality of teaching is good in Key Stage 1. In Key Stage 2, teaching is sound, overall, but pupils in Year 6 benefit from good teaching by the subject co-ordinator. More able pupils in this year group also gain from good input from the headteacher on a weekly basis. A number of teachers have benefited from recent local authority training following the introduction of the National Numeracy Strategy, and the recently appointed Year 5 teacher is to attend relevant training in the near future. Throughout the school, teachers plan conscientiously using common formats based on the requirements of the National Numeracy Strategy. Learning objectives are clearly defined and, in most lessons, are appropriately shared with pupils at the beginning of the session. Teachers make effective use of assessment to inform their planning and tasks are usually well matched to pupils' capabilities. Resources are well prepared and appropriate, and instructions and teaching points are clearly explained. Teaching assistants are carefully briefed and provide good support, particularly for pupils with special educational needs. All teachers have established interesting

numeracy boards in their classrooms which promote pupils' interest in the subject and remind them of the correct mathematical vocabulary to use in their studies.

92. All teachers have introduced the recommended three-part numeracy lesson which includes an introduction consisting of a variety of short oral and mental activities. In the more effective lessons, this is well paced and teachers use skilful, differentiated questioning to probe pupils' understanding and to extend their thinking. Most lessons include a plenary session although there is some variation in the effective use of this time to summarise key ideas and vocabulary. In less effective lessons, the introductory activities lack pace and pupils are not actively involved through questioning which is well targeted in order to challenge them. In some lessons, insufficient opportunities are provided for pupils to make decisions, to demonstrate or to explain their thinking and, as a consequence, more able pupils in particular mark time. In both key stages, pupils' ability to use ICT to develop their mathematical knowledge, skills and understanding is poorly developed.
93. The subject is co-ordinated by the Year 6 teacher who is also the deputy headteacher. She has attended training for the introduction of the National Numeracy Strategy accompanied by the governor with responsibility for numeracy and the headteacher. The co-ordinator has provided good support for teachers through the formulation of a scheme of work, initially covering the autumn term, which links the school's resources to the National Numeracy Strategy teaching programme for each year group. She maintains an effective overview of mathematics through monitoring teachers' planning, observations of lessons and careful analysis of test results but recognises that, although some scrutiny of pupils' work is undertaken, this aspect of monitoring their performance needs to be developed further. The headteacher has also observed mathematics lessons and has provided valuable written feedback for individual teachers. Some teachers have benefited from observing demonstration lessons led by leading teachers in other schools but there is scope to extend this good practice.
94. Resources for mathematics are satisfactory. An audit of equipment has been carried out and additional funding has appropriately been allocated to facilitate the introduction of the National Numeracy Strategy.

SCIENCE

95. The scientific knowledge and understanding of most pupils are broadly average on entry to Key Stage 1. In 2000, the results of the teacher assessments, at the end of Key Stage 1, were above the national average and the results of similar schools. In the science tests at the end of Key Stage 2, the school's results were in line with the national average and the results of similar schools. The results achieved in 1999 were higher, overall, in both key stages. The school attributes this reduction to the lower percentage of more able pupils in the Year 2 and Year 6 classes in 2000.
96. Inspection findings show that pupils generally achieve well in relation to their starting points at the beginning of Year 1, and their overall standards are mainly a little above those expected nationally at the end of Key Stage 1. Pupils' achievements are satisfactory, overall, in Years 3, 4 and 5 and are good in Year 6. As a consequence, pupils' standards are generally above average at the end of Key Stage 2.
97. In Year 1, pupils can name the main external parts of the human body, and make good progress when learning about their senses. They know the difference between

things which are living and things which are not; and more able pupils are able to identify characteristics which are common to all living things. In Year 2, pupils achieve well when carrying out simple experiments to discover the conditions required to promote the healthy growth of plants. They make sensible predictions and record their findings clearly.

98. In Year 3, pupils demonstrate a satisfactory understanding of forces, and achieve sound standards when carrying out experiments to test the absorbency of different kinds of paper. In Year 4, pupils make sound progress when learning about the human skeleton and the function of muscles. They have a satisfactory grasp of the key characteristics of liquids and solids. In Year 5, pupils make sound progress when learning about gases, and understand the importance of fair testing when conducting experiments. In Year 6, pupils achieve well when learning about the function of plant organs, such as the stamen and stigma, and use a broad range of scientific vocabulary. They understand the need for careful planning to ensure that their scientific investigations are systematic and will produce valid results.
99. The progress of pupils with special educational needs is mainly good across the school. The more able pupils generally achieve well in Key Stage 1, while their progress in Key Stage 2 is satisfactory, overall.
100. The quality of teaching is good in Key Stage 1 and enables pupils to make good progress in their scientific learning. In Key Stage 2, the teaching is satisfactory in Years 3, 4 and 5, and results in pupils making sound overall progress in these year groups. In Year 6, good teaching enables pupils to achieve well. Across the school, teachers' subject knowledge is at least satisfactory and is often good. Lessons are generally well organised, and teachers' planning clearly identifies what pupils are expected to learn. Good use is made of time in lessons in Key Stage 1 and in Year 6. The pace of learning is satisfactory, overall, in Years 3, 4 and 5, but more able pupils could sometimes work more quickly, and make increased progress if they were given more challenging work. In the most effective lessons, teachers make good use of questioning to probe pupils' understanding; and useful individual targets are set for pupils in the older half of Key Stage 2. Appropriate scientific vocabulary is introduced, and is promoted particularly well in Years 5 and 6. The last inspection found that, while the quality of teaching was sound or better, pupils were sometimes constrained by over-directed lessons which gave them little opportunity to develop their own ideas. This deficiency has yet to be fully rectified; and opportunities for pupils to use their initiative and to develop their decision-making skills are missed in some lessons, particularly in Key Stage 2. Insufficient use is made of ICT to support work in science.
101. The science co-ordinator, who has recently taken up her post at the school, is enthusiastic about the subject. She found that monitoring procedures were not established, and has sensibly studied examples of pupils' work and observed lessons, across the school, to develop her awareness of provision for science. However, this initial monitoring was not sufficiently focused to enable her to develop a clear view about standards and teaching. She recognises the need for a more rigorous approach to future monitoring in order that strengths and weaknesses are identified, and areas for improvement are addressed.
102. Teachers are making sound use of the good scheme of work for science provided by the Qualifications and Curriculum Authority to promote continuity in pupils' learning as they move through the school. Assessment procedures are satisfactory overall, but there is insufficient discussion between teachers to ensure that they agree common and appropriate judgements of National Curriculum levels. The school recognises

that the creation of a portfolio of levelled examples of pupils' science work would assist this process. Resources for science are broadly satisfactory.

ART AND DESIGN

103. In Key Stage 1, pupils generally achieve well in art and design, and their standards are mainly good. In Key Stage 2, pupils' progress varies from sound to good, but is mainly sound. As a result, their standards are mainly in line with those expected nationally at the end of Key Stage 2. Standards are similar to those found when the school was last inspected, in 1996.
104. In Year 1, pupils achieve good standards when creating vibrant self-portraits, using paint and collage. Their mixed media studies of trees are also expressive and bold, and represent good achievement. Pupils make sound progress when using ICT to promote art and design skills in this class. In Year 2, pupils create clay tiles, in the shapes of leaves they discover on the school field, and mix colours carefully to paint their tiles with autumn colours. They also achieve well when creating careful pastel drawings of fruit and vegetables, from direct observation.
105. In Year 3, pupils achieve standards which are broadly average when creating pictures from their imagination, and when using wax resist techniques. In Year 4, pupils benefit from studying the work of Monet. Their own pictures of gardens reflect elements of the artist's work, and demonstrate painting skills which are above average. In Year 5, pupils achieve sound standards when making still-life studies; and pupils in both Year 5 and Year 6 demonstrate mainly sound, but sometimes good, skills when drawing training shoes.
106. Insufficient lessons were observed in art and design to make an overall judgement about the quality of teaching in the subject. However, the work completed by pupils in Key Stage 1 suggests that teaching is particularly effective in this key stage. The good standards achieved in Year 4 also indicate well-informed teaching.
107. The art and design co-ordinators are both enthusiastic about the subject. The Key Stage 2 co-ordinator has undertaken a very considerable amount of work to produce useful guidance to support teachers' planning, and this is just beginning to be introduced to help the implementation of the good scheme of work from the Qualifications and Curriculum Authority. The Key Stage 2 co-ordinator's high expectations are reflected in the good work achieved by her Year 4 pupils, and she runs an art club which is popular with pupils and enables them to achieve well. However, monitoring procedures for the subject are underdeveloped, and co-ordinators recognise they need to be more rigorous in checking teachers' planning and pupils' standards. Resources for making are satisfactory, overall, but the school has very limited resources to support the development of pupils' knowledge and understanding about art.

DESIGN AND TECHNOLOGY

108. Overall, pupils make insufficient progress in developing their design and technology skills, and their standards are below those expected at the end of both key stages. The very simple puppets, made by Year 2 pupils, are typical of work usually achieved by younger ones, and require only very basic cutting and sticking skills. In Year 6,

pupils' standards in designing are below average, and many have yet to distinguish between a drawing and a design. Their awareness of basic joining techniques is also underdeveloped. The last inspection, in 1996, also found that standards were too low.

109. Insufficient lessons were observed to make a secure judgement about the quality of teaching in design and technology. However, evidence from the lessons seen, from pupils' work and from discussions with staff, including the co-ordinator, suggests that some teachers would benefit from in-service training in the subject. The last inspection also identified weaknesses in teachers' confidence and knowledge as key factors in restricting pupils' achievements. The school has made insufficient progress in rectifying this deficiency.
110. The design and technology co-ordinator recognises that her monitoring procedures have lacked the necessary rigour to enable her to identify and address specific weaknesses. Teachers' planning does not secure the progressive development of pupils' key skills in the subject, and there are no systematic procedures for checking this planning. Some teachers have just begun to use the good scheme of work produced by the Qualifications and Curriculum Authority, and this is a sensible strategy. Resources for design and technology are barely adequate.

GEOGRAPHY

111. At the time of the last inspection, standards in geography were judged to be sound to good. During this inspection, only one geography lesson was taught in Key Stage 2 and none in Key Stage 1. A scrutiny of teachers' planning was undertaken in addition to discussions with staff and pupils. However, few examples of pupils' work were available for scrutiny because the school's long-term planning for the subject does not include a significant focus on geography during the first half of the autumn term. As a consequence, it is not possible to make a secure judgement about the progress which pupils make or the standards that they achieve.
112. The headteacher has appropriately assumed temporary responsibility for co-ordinating geography pending the appointment of a new member of staff. She has a good overview of the subject through her monitoring of teachers' planning and of pupils' work. A sound policy for the subject has recently been formulated and the school has adopted a helpful scheme of work produced by the Qualifications and Curriculum Authority. However, evidence suggests that this has yet to have a significant impact on teaching and learning. The headteacher is aware of the need to monitor the implementation of this new scheme of work carefully and that resources will need to be improved to support its introduction. She also recognises that fieldwork is a vital element of pupils' geographical studies in order to develop enquiry skills and that planning for this should be more systematic than at present. The school is a member of the Geographical Association and makes good use of the advice and resources provided by this organisation.

HISTORY

113. As a consequence of time-tabling arrangements, few history lessons could be observed. However, evidence drawn from these observations, from teachers' planning and from the scrutiny of pupils' work shows that, at the end of both key stages, most pupils achieve standards which are a little above those expected. More

able pupils in Years 5 and 6 often develop a particular enthusiasm for the subject and do even better.

114. Pupils make mainly good, and otherwise sound, progress in Key Stage 1 and in Years 5 and 6; and satisfactory progress, overall, in lower Key Stage 2. Through the various topics and periods they study, pupils acquire a sound grasp of historical language and of chronology. For example, pupils in Year 2 can distinguish between various terms used to describe the past and can place them in chronological order. They understand that many people become famous for their deeds, and they can distinguish between contemporary 'heroes' and more notorious well known figures from the past, such as Guy Fawkes. They can match some artefacts, such as books, to various generations in their own families' histories, recognising, for instance, that the present Queen's coronation probably took place 'in granny's day'.
115. In Key Stage 2, pupils in Year 4 gain a satisfactory level of knowledge and understanding of life in Roman Britain, while pupils in Year 5 learn about significant aspects of life in ancient Greece. These older pupils draw meaningful comparisons between the outward-looking, adventurous, sea-faring Greeks and their more introspective 'rivals', the Spartans, who prized education. In Year 6, pupils involved in a study of the Victorian period demonstrate a good level of understanding when they write 'personal' accounts about the hardships they have endured as a child from a poor family, looking in the river for iron to sell, sometimes watching as their friends were swept away and drowned, and attending the subsequent pauper's funeral. They understand many of the ways in which schooling has changed since Victorian times and draw quite detailed comparisons between their own happy schooldays at St Anne's, and the more stressful day they spent, in role, as pupils in a Victorian schoolroom. In both key stages, pupils use enquiry skills to good effect. They use some artefacts, though mainly secondary sources such as photographs and books, to find out about the past. They readily use the evidence made available to them to draw conclusions about life in the past, and they pursue lines of enquiry provided by their teachers capably. However, they are rarely invited to raise questions of their own during lessons, and they have few opportunities, below Year 6, to determine, or to follow, their own lines of enquiry.
116. Evidence from the lessons seen and from the scrutiny of pupils' work indicates that teaching is good overall in Key Stage 1, sound in the early part of Key Stage 2, and mainly good in Years 5 and 6. Teachers prepare their lessons well and choose interesting resources and activities which engage pupils' interest. They make sure pupils know what they are intended to learn, and they conduct lessons at a good pace. Some communicate their own enthusiasm for the subject to their classes, and, as a result, many pupils develop a genuine interest in history which stays with them when they leave the school. Older pupils, in Year 6, are appropriately encouraged to undertake independent research projects, many with a historical focus, and younger pupils in Key Stage 2 are encouraged to explore certain aspects of topics through independent research in class, although usually following lines of enquiry pre-determined by their teachers. Visits to places of historical interest such as the Silchester Gallery at Reading Museum or the Victorian schoolroom at Katesgrove provide valuable first-hand experience which brings history to life for pupils. Some use is made of ICT to broaden the scope of historical enquiry through the use of CD-ROM and the Internet although this is not well established across the school.
117. The Qualifications and Curriculum Authority's scheme of work for history has now been introduced throughout the school and is being evaluated by staff. The co-ordinator assumed responsibility for the subject after the last OFSTED inspection and

has made it her priority to establish the new scheme and to update resources to support it. She has not 'formally' monitored standards or the quality of teaching but checks displays around the school to raise her awareness of coverage of the history curriculum. As a consequence, the co-ordinator has only a partial view of the work covered, related mostly to pupils' knowledge of history; and it will be important for her to develop her monitoring role in order to secure further improvements in the teaching and learning of the subject. The school has improved resources through the purchase of textbooks, video recordings and artefacts, and is sometimes able to borrow further artefacts and documentary evidence from the Reading Museum service. Resources are satisfactory, overall, but there are insufficient artefacts to support some of the periods studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards in ICT are below average overall. Since the last inspection, the school has improved the provision it makes for this subject but this is only just beginning to have an impact on teaching and learning. Following the recent creation of a computer suite, more opportunities are being taken to involve pupils with the subject. However, the school recognises that pupils are underachieving and need more regular opportunities to practise and develop their skills. A significant percentage of pupils have access to computers at home and, as a consequence, many demonstrate sound or better keyboard and computer mouse skills when given the opportunity to use ICT in school. However, they make unsatisfactory progress, overall, in using ICT to communicate and handle information and to support their problem solving, recording and expressive work.
119. In Key Stage 1, the standards are below those expected for the pupils' age. In Year 1, pupils make satisfactory progress when using an appropriate program to identify and locate body parts in science; and they develop computer mouse skills such as 'click and drag' when arranging geometrical shapes to form simple designs. Year 2 pupils are able to use the computer to support and enhance their writing, for example, when composing short accounts of some of the geographical differences between Great Britain and Australia. However, across the key stage, pupils have insufficient opportunities to experiment with texts, modelling and control technology, or to work with data.
120. The attainment of pupils at the end of Key Stage 2 is below that expected for their age. Pupils in this key stage have benefited from the teaching of two parishioners who have good subject knowledge and have worked with groups of pupils on a weekly basis. Under their supervision, pupils in Year 3 make sound progress in consolidating and extending their keyboard skills and mouse control using the school's older 'Acorn' computers. In previous years these volunteers have provided some experience for pupils in making changes to text, using graphics, handling data and modelling. However pupils' progress in these strands of ICT, and in control technology, is spasmodic and unsatisfactory overall.
121. When given the opportunity, pupils enjoy using computers and other ICT equipment. They show an enthusiasm for the subject, concentrate well and their behaviour is mainly good.
122. The school has appropriately organised training for all staff. Their confidence and competence are improving and they are enthusiastic about making better use of ICT in their teaching. The co-ordinator also plans to offer weekly after-school 'surgeries'

to support staff informally. Insufficient teaching of ICT took place during the inspection to make a secure judgement about the quality of teaching. In Year 2, satisfactory use was made of a short period of time to consolidate pupils' understanding of the differences between the way text in poetry and prose is presented; and pupils were able to use ICT to support their work in literacy. The location of the computer in an adjoining special educational needs classroom does not, however, facilitate ease of use for pupils, particularly if there is no teaching assistant available to support pupils. Evidence suggests that Key Stage 2 teachers are beginning to use the new computer suite effectively. In Years 4 and 5, for example, pupils were introduced to the different effects that can be created by manipulating texts and, in Year 6, to the Internet as a source of information for research in history. Pupils in Year 6 have also been provided with valuable opportunities to word process accounts of their experiences during a recent residential visit using a variety of fonts and enhancing their work with photographs taken with the school's digital camera.

123. Information and communication technology is co-ordinated by the deputy headteacher who has a satisfactory overview of the subject and is aware that the use of ICT across the school is uneven. A sound action plan has been formulated in order to improve ICT and this has been discussed with the governors. Helpful guidance, published by the Qualifications and Curriculum Authority, has recently been introduced to improve planning but this has yet to have a significant impact on teaching.
124. Resources for ICT are just adequate. The school has made sound use of government funding and various voucher schemes to improve resources and is receiving valuable financial support from the parents' association. There are appropriate plans to extend the number of computers available in the suite to enable up to half a class to have access at the same time in order to improve attainment both in ICT and other subjects.

MUSIC

125. In Key Stage 1, pupils achieve well in music, and their standards are above average. It is not possible to make a judgement about the overall standards achieved by older pupils since only one class lesson was observed in Key Stage 2. However, evidence from pupils' singing during acts of collective worship and hymn practice, shows that pupils have good singing skills in both key stages. They sing enthusiastically and with a strong commitment. Their diction is clear, they usually have secure control of pitch, and they know when to sing vigorously or more quietly. Pupils' performances during acts of collective worship have a strong spiritual quality, and they are clearly very aware of the mood and meaning of the hymns they sing. In Key Stage 1, pupils demonstrate good skills when recognising simple rhythms, and repeating them using body percussion or musical instruments. They make good progress when developing their listening and appraising skills, and can create their own simple compositions using percussion instruments. The last inspection also found music to be a strength in the school.
126. The quality of teaching is good in Key Stage 1; and pupils in both key stages benefit from effective teaching by the co-ordinator during the weekly singing practices. Insufficient evidence was available during the inspection to judge the overall quality of teaching in Key Stage 2. The music co-ordinator has good subject knowledge, and makes an important contribution to the development of pupils' singing skills, across the school. She willingly provides advice for her colleagues when it is requested, but

does not monitor teachers' planning for music and has few opportunities to observe music teaching by her colleagues. Resources for music are satisfactory.

PHYSICAL EDUCATION

127. Evidence from the lessons observed show that pupils in Key Stage 1 achieve good standards for their ages in dance and gymnastics. In Key Stage 2, too few lessons in any one aspect of physical education were seen to allow for secure judgements about standards across the key stage as a whole. However, pupils make good progress in swimming. All pupils regularly achieve the standard expected by the time they leave the school and many exceed that standard. The relatively high attainment of a minority of pupils in swimming, netball and football is reflected in their various successes in local swimming galas and in netball and football tournaments. Pupils have also achieved notable successes at sprinting and long distance running events within the Caversham area over the last three years.
128. Pupils in Year 1 attain above average standards in dance. They move confidently and with good co-ordination, responding imaginatively to music and to ideas suggested by 'The Greedy Zebra' theme, and changing speed, shape and level as they combine sequence of movement. They can explain, simply, the effects of exercise on their bodies, and they show a good awareness of space, taking evasive action, where necessary, in a controlled and disciplined way. In a Year 2 gymnastics lesson, pupils select and link actions successfully to create patterns of movement involving stretching, travelling and balancing, achieving a high degree of co-ordination and control. In physical education lessons in Key Stage 2, pupils make broadly satisfactory progress in gymnastics, achieving average standards in a lesson seen in Year 5. However, both progress and attainment were unsatisfactory in a games lesson involving pupils in Year 3 where many pupils underachieved.
129. In Key Stage 1, the quality of teaching is good. In Key Stage 2, teaching ranges from good to unsatisfactory, but is sound, overall. The teaching of swimming, by a qualified coach and by the Year 4 teacher, is good; and the teaching of gymnastics in Year 5 is generally sound. The teaching of games was unsatisfactory in the only games lesson observed, in Year 3, although this clearly represents too small a sample to reach secure judgements about the teaching of games overall. In the best lessons seen, in Key Stage 1, teachers take care to involve pupils in the evaluation of their own work and that of their peers, allow pupils time to practise, develop and demonstrate their own patterns of movement as well as to follow instructions. They promote pupils' developing independence by giving them real responsibilities for setting up and putting away equipment safely. These lessons are very well organised. The teachers have high expectations, know what pupils are capable of achieving, and help them to achieve high standards by working on, and improving, their performance. The unsatisfactory teaching in Key Stage 2 was characterised by low expectations, a slow pace and insufficient opportunities for pupils to evaluate or improve their work sufficiently.
130. The Qualifications and Curriculum Authority's scheme of work has been introduced and now provides a useful framework for progression in the subject. A new co-ordinator has been instrumental in broadening the physical education curriculum, so that pupils are now given opportunities to develop skills in a wide range of sports and athletics activities, including outdoor and adventurous pursuits. Extra-curricular provision has also improved, with regular opportunities for boys and girls to participate in both friendly and competitive team games. An enthusiast for her subject, the co-

ordinator has developed the resources available, for example by involving the school in the 'Top Games' scheme, and has identified staff training needs in gymnastics and dance, particularly in Key Stage 2. As yet, she has had no opportunities to monitor standards or teaching directly through lesson observations, and this remains an area of her work which needs to be developed if standards are to rise.