

INSPECTION REPORT

ST TERESA'S RC PRIMARY SCHOOL

COLCHESTER

LEA Area: Essex

Unique reference number: 115143

Headteacher: Mrs V. Hurdidge

Reporting inspector: Mr P. R. Sudworth - 2700

Dates of inspection: 13th - 14th November, 2000

Inspection number: 225080

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Roman Catholic Aided

Age range of pupils: 4-11 years

Gender of pupils: Mixed

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Appropriate authority: Governing Body

Name of chair of governors: Mr Michael Congdon

Date of previous inspection: 1st July, 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Teresa's RC Primary School is situated about two miles from Colchester town centre in the western part of the town in a well established district. It has 243 pupils on roll, about the average for primary schools nationally. The pupils are aged from 4-11 years. Pupil numbers have been increasing slowly in recent years. Most pupils are of white European heritage but about three per cent of pupils are from minority ethnic groups. The school serves Roman Catholic parishes over a wide area together with Roman Catholic children from the Colchester garrison. Almost equal numbers of pupils either joined or left the school in the past year, 41 in total. The proportion of pupils with special educational needs is well below average; three pupils have more severe difficulties. One of these pupils has a statement of special educational need. Attainment on entry is above average. Before entry, most pupils go to playgroup or private nursery. Eight children are entitled to free school meals, well below the national average. Nine pupils have a language other than English as their first language but all are fluent in English. Pupils begin the Reception class in the September or January preceding their fifth birthday.

HOW GOOD THE SCHOOL IS

Overall, the school provides a sound education for its pupils. Standards of work are good throughout the school in some aspects of work, such as in reading and in speaking and listening, but writing skills are not of the same high standard. Standards in mathematics are usually good by the end of both key stages. The quality of teaching is satisfactory in the main, although a significant amount is good. Pupils' attitudes to school and their personal development are very good. Leadership and management are sound. The school provides satisfactory value for money.

What the school does well

- Above average standards in reading, mathematics and in speaking and listening throughout the school and in science by the end of Key Stage 2;
- Pupil's good work ethic and the quality of teaching in key parts of the school contribute to the pupils' achievements;
- Pupils' very good level of personal development and maturity;
- The strong commitment of the staff, together with the family and community feel to the school and the sense of working together for the good of the children.

What could be improved

- Standards in writing in Key Stage 1, opportunities to write extensively in Key Stage 2 and inconsistency in presentation standards across the school;
- The quality of work in information and communication technology;
- The work of co-ordinators in managing their responsibilities and monitoring standards of work and planning;
- Analysis of pupils' progress and past performance;
- The quality of the playground environment.*

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

*The school is intending to give a high priority to the external environment in 2001-2002.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in July, 1996. Standards are above average in English, mathematics and science at the end of Key Stage 2 but in Key Stage 1 they have fallen in writing. Standards in information and communication technology (ICT) show some improvement but could develop further. Pupils do not have enough opportunity to use ICT across the curriculum. The quality of teaching has improved. Weaknesses remain in the assessment of pupils' work because there are not consistently applied whole school record keeping systems to track pupils' progress. Satisfactory provision is made for special needs pupils who make sound rather than the previously reported good progress. Reading records are still not sufficiently diagnostic of pupils' difficulties. There are improved links with parents and better communication with them about the work to be covered. Monitoring of the quality of teaching in literacy and numeracy has taken place. However co-ordinators are not yet sufficiently rigorous in managing their responsibilities, particularly standards and teaching across the school. There are better resources for ICT but, despite the school's efforts, swimming is still not part of the statutory curriculum. The standard of accommodation has improved in part through the very good efforts of the site manager. The school has made satisfactory progress in tackling the issues since the last inspection and has good scope for further improvements.

STANDARDS

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

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

* The term similar schools refers to schools which have a similar percentage range of free school meals. There are particular circumstances at St Teresa's RC Primary School, which may make the comparison unrealistic in that the school caters for a number of army children, who sometimes stay for comparatively short periods of time. Only 58 per cent of pupils in the Year 6 cohort of pupils referred to above were at the school at the end of Year 2.

Pupils' achievements are above expectations in language and mathematical work in the Foundation Year but in line with expectations in other areas of learning. In the last three years, results at the end of Key Stage 1 in national tests have been above the national average in reading and mathematics and about average in writing. In the most recent teacher assessments of Key Stage 1, pupils' results in science were well below the national average. By the end of Key Stage 2, standards of work over the past three years have been consistently above national averages in English, mathematics and science. Inspection evidence indicates that a significant number of pupils will again attain standards above national expectations in the current year. The short inspection did not afford enough time to judge standards in physical education and music and there was insufficient evidence to make judgements in art and design and design and technology. Standards in other subjects are in line with expectations. The school exceeded its targets in 2000 at the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very positive. Most pupils show a good work ethic and a keen interest in what they do.
Behaviour, in and out of classrooms	Pupils' behaviour is good.
Personal development and relationships	Their personal development is very good. They are responsible and show good levels of maturity, particularly by Years 5 and 6.
Attendance	Attendance is above the national average and pupils are punctual for school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Sound	Sound

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.

Nine per cent of teaching was very good, 45 per cent good or better and nine per cent unsatisfactory. In Key Stages 1 and 2, the quality of teaching observed in English was equally divided between satisfactory and good. Overall, mathematics teaching is good. Teaching is strongest in the Reception class, at the end of Key Stage 1 and in upper Key Stage 2. Good teaching was also observed in Year 4. Teachers organise the work well in numeracy and literacy to match work to pupils' prior attainment. They have good relationships with their pupils and good subject knowledge. Pupils usually learn well in lessons because most have good listening and concentration skills and they adopt a mature approach and take an interest in what is taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good emphasis is given to English and mathematics and all subjects are time-tabled but the short inspection did not allow for an in-depth analysis of every one.
Provision for pupils with special educational needs	Sound provision overall. Pupils receive good adult support but individual education plans need a sharper focus so they make learning targets clearer.
Provision for pupils with English as an additional language	The pupils who have a language other than English as their first language have good fluency in English and their integration with other pupils enhances their understanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. It is very good for their social and moral development and good for their spiritual development. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Good procedures are in place for child protection and for the pupils' general welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a good tone and a friendly but respectful atmosphere. She provides sound leadership. Curriculum co-ordinators do not yet monitor standards of work and curriculum oversight sufficiently well.
How well the governors fulfil their responsibilities	The Governing Body is planning to become more involved in monitoring the work of the school and its members have been assigned specific responsibilities. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. Testing takes place periodically to check pupils' progress. The school does not analyse performance in national tests sufficiently well. The school development plan is monitored regularly to check on progress towards the targets.
The strategic use of resources	Governors have good systems to plan the budget. Good procedures are in place to obtain value for money.

Subject and aspect leaders do not have enough scope to be accountable for their responsibilities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress; • Behaviour is good and pupil's social maturity is developed; • Teaching is good; • They can approach the school with any concerns; • The school is well led and managed; • Pupils are expected to work hard and do their best. 	<p>Some parents state that:</p> <ul style="list-style-type: none"> • The pupils do not receive the right amount of homework; • They are not well informed about progress; • The school does not work well with parents; • There is not an interesting range of activities outside lessons.

The inspection team agrees with most of the parents' positive views about the school but standards could be higher in ICT and in writing. Pupils receive appropriate amounts of homework and these are similar to those in most other schools. Parents have appropriate opportunities to meet their children's teachers and can make appointments to meet them at other times. Reports are of satisfactory quality. The school works well with parents and communication with them has improved since the last inspection. There is a good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Above average standards in reading, mathematics and in speaking and listening throughout the school and in science in Key Stage 2;**

1. Standards in reading have been consistently well above the national average in recent years, although they fell to the national average level in Key Stage 1 in 2000 and were well below the national average against similar schools. Well above average national average standards were maintained in Key Stage 2. In Key Stage 1 in recent years, both boys and girls have achieved standards well above the respective national gender averages by about one and a half terms' progress by the end of the Key Stage. Boys and girls maintain this good progress throughout Key Stage 2 and, by the age of eleven, they are on average two terms progress in advance of the average national average attainment.

2. Most pupils enjoy reading. They make a good start in the Reception class where good records are maintained of pupils' knowledge of key words. Key Stage 1 pupils read aloud with good intonation, levels of fluency, accuracy and understanding. Some belong to libraries out of school and also borrow books from the school library which is staffed by parents. Pupils have strategies to find out if they are likely to enjoy a book and if they can manage it. They understand the term blurb, contents and index. They are taught phonic knowledge well and can use this to have a go at working out unknown words they meet in the text. Pupils take home books regularly to read with their parents and this helps their progress and levels of interest. The good quality of the school's well maintained collection of books present positive images of a book culture. Key Stage 2 pupils enjoy reading and have a mature attitude to book choices. They have a good comprehension of the text and understand the development of character. They are knowledgeable about authors and can explain why they prefer particular types of books or authors. When they meet unfamiliar words they use context and phonic knowledge effectively. More able pupils can discuss the deeper meaning of the text and choose to read literature with maturity. For example, some are reading trilogies, such as the Pullman trilogy. They discuss books they have read with each other and so encourage one another's interests.

3. Although in the academic year 1999/2000 the cohorts of pupils in Years 2 and 6 were not as able as those in recent years and contained some children on the special needs register, mathematics standards remained above the national average in Key Stage 2. As in reading, mathematics standards in the Key Stage 1 national tests were not as good as in previous years and were below average against all schools nationally and well below the average for similar schools. Standards in Key Stage 2 were above the national average but below the national averages against similar schools. Inspection evidence indicates that the pupils' achievements in the end of key stage classes are above expectations. Year 6 pupils have a good understanding of fractions and can state promptly that one-eighth is larger than one-ninth. They can deal with improper fractions, understand mixed numbers and equivalence. Mentally they can add £1.50 to £1,008.50 and continue stating the amounts when continuing to add amounts of £1.50. They can interpret pictorial representations of number where a circle is the equivalent of 40 objects and give the total for a number of such circles and fractional parts. In Key Stage 1, Year 2 pupils understand the term partition and have a good understanding of tens and units and have begun to understand place value for three digit numbers. They understand mathematical statements such as 'Find the total' and 'How many more?'

4. A significant feature of the pupils' good progress in mathematics is the good quality of teaching in the subject and the teachers' high expectations. They set good challenges for the pupils and in the organisational arrangements in Key Stage 2 group further by prior attainment within the sets so that the work is well matched to the pupils' capabilities. A particularly good feature is the good choice of mathematical games, which the pupils enjoy and which provide an effective learning tool. These mathematical games further pupils' mental skills. In one class, the teacher used numeracy card games effectively to help pupils' understanding of fractions and decimals. The lessons are well structured. Tasks are explained well and lessons proceed at a good pace. The summary part of the lesson revises and extends what pupils have been learning.

5. Pupils' speaking and listening skills are very good. The majority of pupils listen attentively in lessons and contribute well to discussion. Pupils begin their schooling with above average levels of speaking and listening skills but teachers' skilful questioning helps to further these skills. In a good Year 6 mathematics lesson, pupils were asked to explain their answers. 'Why did you say?' and as a pupil comes to write on the board 'What has he done there?' This approach keeps the pupils on their toes and gives them good opportunities to develop confidence in speaking aloud and to explain their thinking. They present their own prayers in class assemblies often using only notes and not script. In formal discussions with the inspectors, pupils were very articulate in talking through the merits of their school and backing up their judgements with well chosen examples.

6. Standards in pupils' knowledge in science in Key Stage 2 have been well above the national average in the past few years, although they have not been as good in Key Stage 1 and in 2000 were well below average. In Key Stage 2 pupils have good attitudes to the subject and show keen levels of interest. In a very quiet, controlled, organised and focused Key Stage 2 science lesson, pupils showed their knowledge that sound travels in waves and cannot move through a vacuum. Occasionally they show a little misunderstanding of fair testing. For example, pupils in Key Stage 2 tested the type of sound made using rubber bands stretched over rulers but the experiment contained too many variables for the results to offer firm conclusions. For example, some pupils kept their ruler flat on the desk, others picked them up whilst they plucked the string. A second experiment to test the hypothesis on a range of tuned instruments arising from the 'guitar' experiment was more successful and pupils were able to generate a rule that the shorter the string the higher the sound. The pupils have good science knowledge and they remember factual information well.

- **Pupil's good work ethic and the quality of teaching in key parts of the school contribute to the pupils' achievements;**

7. In most lessons observed throughout the school, pupils behaved very well and demonstrated a very serious approach to their learning. They listened attentively to their teachers and responded quickly to teachers' requests. Pupils' attitudes and work ethic were particularly favourable to their learning in the Reception class, Year 2 and in the top two year groups in Key Stage 2. In these classes, the quality of teaching was usually of a higher quality than in other classes, although examples of good teaching were also observed in other parts of the school, for example in a Year 3/4 art lesson.

8. Work in the Reception class is well organised and the teacher's records are very thorough. At this early stage of their education, the children are already grouped flexibly but sometimes according to their prior attainment, and are set enjoyable and appropriately challenging tasks. In one Reception class literacy lesson, the teacher produced an envelope addressed to the class. One child opened the letter and read it to the class. It was a letter from

the Princess in the 'Princess and the Pea' to say she was going on her honeymoon to a hot country. The class composed a reply to the princess in the form of a list of what she should pack. In their follow-up activities, the children worked co-operatively, all knew the expectations. The children were very well behaved, had good attitudes, used resources carefully and tidied up at the end of the lesson. In a mathematics lesson in the Reception class, good use was made of large number cards and the pupils stood up in turn each calling out the number they were holding in sequence to twenty. These practical and imaginative activities attracted the pupils' interest and enthusiasm.

9. In a good Year 2 mathematics lesson, the pupils first mentally partitioned tens and units and calculated ten less and ten more than given numbers. The pupils worked hard and concentrated their efforts on their work and showed good levels of interest and involvement making good progress as a result. They then listened carefully to the discussion of mathematical terms and the calculations required such as 'Find the total' and 'How many left?' They followed this up by matching with a pencil line mathematical statements on one side of the paper with jumbled but respective equations on the other, and then calculating them. Pupils were taught to check their work. The pupils were developing a good understanding of number, their levels of achievement were good and their attainment was above expectations for their age.

10. Pupils settle quickly when they return to class after break-times. Years 5 and 6 pupils were particularly good at this and this rapid settling down to work creates a very favourable learning environment. Learning objectives are frequently shared with the pupils in upper Key Stage 2. Teachers explain these in context to the pupils so that they know the focus of the lesson. Teachers have high expectations of pupils. In one Year 5 literacy lesson, the teacher asked how it could be discerned that the text was American. Some of the pupils knew because of the spelling of 'specter'. They were asked to think of other similar words and were able to come up with 'center' and 'theater'. They were asked what 'encore' meant and some pupils knew. Good use of open questions in Years 5 and 6 allow pupils to express their ideas and are a key factor in pupils' learning and thinking. Pupils respond politely and well to the teacher's searching questions such as 'What else do you notice about this poem?' Year 5 pupils are able to say that it has rhyming couplets, and they refer to dialogue and brackets. A small number of pupils refer to the 'alliteration'. Their learning is furthered by reference to auxiliary verbs. In follow-up work, some pupils read from a selection of poems and gave expression to one of their favourites in writing.

- **Pupils' personal development and their levels of maturity;**

11. Most pupils exhibit good levels of maturity, apparent in their approach to their work and in their attitudes to each other. Older pupils take on responsibilities in relation to younger classes during wet break-times and help to look after younger pupils. The book buddy scheme, a weekly session when Year 6 pupils share books with Year 3 pupils, provides good scope for the development of pupils' responsibility. Year 3 and Year 6 pupils talk to each other about the books they have read during the week and good relationships are developing between the two sets of pupils as a result. In addition, Year 6 pupils spoke to the younger pupils about their experiences on the residential visit the previous week. This experience contributed to the Year 6 pupils' levels of maturity. There are clearly advantages for both sets of pupils in their speaking and listening skills and in their growing interest in literature. Year 6 pupils stated that it felt good to help younger pupils.

12. Pupils have specific roles in the school, for example, being responsible for helping at lunch-time and ensuring the pupils put their dirty plates and cutlery in the right place. Pupils make up their own class rules so that their classes run smoothly. They take part enthusiastically in the good range of extra-curricular activities, such as chess and sport. Pupils are also

encouraged to join organisations or attend events out of school. They take to the hustings when they are canvassing for membership of the school council and, when elected, they form a committee and make suggestions for improvements to the school. All pupils have been involved in putting forward their own ideas for the development of the school's grounds. Some pupils run the snack trolley at lunch-time.

13. Pupils take part in concerts at the end of the autumn term and again at the end of the summer term. Small groups of pupils sometimes plan together and lead their own class act of worship, and appropriate reverence and quietness is adopted on such occasions.

- **The strong commitment of the staff, together with the family and community feel to the school and the sense of working together for the good of children**

14. The school has a special feeling of community and a pleasant and caring atmosphere. All members of staff work well together, under the guidance of the headteacher, in a spirit of harmony and share ideas together. They work hard for the good of the children, in addition to their classroom commitments and attendance at regular planning and staff meetings. Several give up time at lunch-times and after school to provide extra-curricular opportunities and, at specific times of the year, to arrange concerts for the parents. They are always willing to see parents about any issues that parents may have and both parties sign the written agreement containing the outcomes of those discussions.

15. In the meeting for parents before children enter the reception class, the parents receive a welcome pack, which contains good information about the school, and some very good ideas to promote learning at home. These are listed under such headings as 'what every child should know' (for example, danger of matches and electricity), 'things for your child to know' (birthday, address, days of the week) practicalities, such as sharing, and some general suggestions such as predicting the end of a story. Parents raise considerable amounts of money for the school through fund-raising efforts which are in the main well supported, particularly family events.

16. Parents have very positive views about the school in the main, and a few help in classes and some run the school's library book borrowing system. Parents receive information about the pupils' termly studies. The Reception class teacher sends out regular letters about what the pupils are doing, for example a request to send something the children had been given and with the request that they know why it had been given and who from. This information was needed as part of their assembly work. Parents would like to be invited to assemblies when their children take part, and they feel that this would also help to strengthen their links with the school.

17. The Governing Body is very supportive of the school community, and is aiming to improve the ways in which it gets to know about the school's strengths and areas for development. They state that the friendliness of the staff, their dedication and the governors' relationships with staff are strengths of the school. They describe the school as a 'happy, family-oriented school' with its own setting and faith as strong features. Inspection evidence confirms their views.

18. An important person in the school community is the site manager who not only manages the cleanliness of the school, which is of a very high standard, but he also helps with interior alterations. This work is of a very high standard. Members of the office staff receive visitors in a friendly way and add much to the overall quality of provision. The school is a very welcoming community, new pupils settle quickly and visitors receive a warm and hospitable welcome.

WHAT COULD BE IMPROVED

- **Standards in writing in Key Stage 1, opportunities to write extensively in Key Stage 2 and inconsistency in presentation standards across the school;**

19. Over recent years results for writing in Key Stage 1 have not been as good as those for reading and mathematics in national tests. In 2000, the percentage of pupils obtaining the expected level or above was below average against all schools nationally and well below the national average for similar schools. Over the past few years girls, whilst doing better than the boys, have not been doing as well as girls nationally. Key Stage 2 pupils have continued to do well and, in most years, results have been well above average against all schools nationally and above average against similar schools in 2000.

20. Scrutiny of work reveals that the opportunities for pupils to write at length and also within subjects are inconsistent but in most classes very limited. In the best in Year 5, there are good opportunities for creative writing with evidence of drafting in a range of subjects across the curriculum. On occasion, some good empathetic writing was observed in Year 6 history work where each pupil had written about their life as a servant and as a Victorian child. Equally, however, pupils' writing in subjects such as history consists often of short, numbered sentences in answer to specific questions. Most pieces of work are short in length but do give opportunity to write for different purposes such as play-scripts, poetry, diary and sequential writing. There are insufficient opportunities for imaginative writing in depth. In some instances, there is too much exercise work, such as filling in gaps or completing work sheets, and work on the theory of language rather than using the pupils' own work to teach sentence structure and to improve their writing skills.

21. Whilst handwriting standards are satisfactory, presentation of pupils' work was often not sufficiently respectful of what they had done. In some cases, work is kept in loose leaf folders and often the pages are creased.

- **The quality of work in information and communication technology;**

22. The time allocated to ICT has not been sufficient for pupils to achieve good standards in the National Curriculum Programmes of Study. The staff is not yet very confident in ICT and as a result opportunities for pupils have been restricted. Its use across the curriculum is not yet well developed. Computers were only seen in use in the computer suite. A new co-ordinator has been appointed and improvements are beginning. In the main pupils have limited skills in the application of computers for mathematical and English work and there is no software for use with special needs pupils. However, a teaching assistant and the co-ordinator are leading by example. They were observed working effectively with small groups of pupils in the computer suite. In one session, the teacher did good work on the program Excel with a small group of pupils. They learned about spreadsheets and how to put in a formula to perform calculations. A significant number of pupils have computers at home and these pupils are familiar with the layout of the keyboard. Standards are beginning to improve. The new co-ordinator is tackling the current lack of opportunity in school, and Year 6 pupils attend a residential course, which has improved their skills. An advanced skills teacher has been supporting the staff to raise their confidence. The school recognises that improvements need to be made in this subject and it is detailed for improvement in the its development plan.

- **The work of co-ordinators in managing their responsibilities and monitoring standards of work and planning**

23. The school does not yet have well developed systems to monitor the school's work and the standards it achieves. There has been some monitoring of teaching in the past in numeracy and literacy but there is not a planned programme or a culture of internal monitoring by teachers and support of one another in classrooms. Co-ordinators do not monitor standards rigorously and check that the National Curriculum Programmes of Study are being fully addressed across the school. There are no well developed portfolios of pupils' work which might guide teachers in leveling the work. In 1999 the teachers' assessment for the higher level in Key Stage 1 was 61 per cent against the actual 17 per cent achieved. The Governing Body is at an early stage in being the supportive, critical friend and being more incisive about why standards are as they are. Co-ordinators and aspect responsibility holders do not set themselves targets for the year ahead with regard to their specific responsibilities. Computers were only seen in use in the computer suite.

- **Analysis of pupils' progress and past performance.**

24. Some very thorough records are being kept of pupils' ongoing knowledge in some classes and notes made of their progress. However, in the main these do not contribute to whole-school tracking procedures of pupils' progress. The form of record keeping systems has fluctuated from one kind to another with the result that they are now not maintained in a consistent form across the school. In general, the records do not allow the teachers to track pupils' progress easily against the schemes of work and against pupils' knowledge and skill development, for example the development of information and communication skills. Teachers pass on information to the next teacher and this is arranged informally between teachers

25. The school does not yet make sufficient use of national test information for example to analyse whether the school could improve its teaching in particular aspects of the National Curriculum by analysing pupil responses to questions or to check pupils' progress against their potential as indicated by standardised tests. For example, it has not determined why Key Stage 2 mathematics results were less good than in science and English in 2000. However, it makes good use of the children's base line tests on entry to the school in planning the work in the Reception class.

- **The quality of the playground environment**

26. The external environment is barren and the pupils complain of a lack of things to do at playtimes. This poses particular problems for Key Stage 1 pupils for whom the dinner-time is very long, nearly one and a half hours. There is little for the pupils to do, apart from hopscotch markings. There are no picnic benches and only one seat and little shade in the summer. There is little planting and few flower tubs to brighten up a very stark exterior. The pupils do not have skipping ropes or other such small equipment to help them pass the time. The school is aware of the need to improve playground facilities and some of the starkness is a result of local vandalism, for example breakage of the flower tubs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to develop further the good standards in Key Stage 2 in English, mathematics and science and improve them in Key Stage 1, the headteacher, staff and governors should address the following issues:

- The improvement of standards in writing by:
 - a) providing more opportunities for pupils to write in a variety of styles in both key stages, particularly in imaginative writing, and address the inconsistency in standards in the presentation of work.
(Paras 1, 3, 6, 19, 20)
- The improvement of standards in ICT so that:
 - a) adequate amounts of time are given to ICT across the curriculum;
 - b) teachers are given training in using the ICT suite, software and the equipment;
 - c) better use is made of computer programs for special needs work;
 - d) a skill competency structure for ICT is developed which builds up as pupils proceed through the school.
(Para 22)
- enable subject and aspect co-ordinators to manage their responsibilities better by ensuring they:
 - a) monitoring standards of work and teachers' intentions for the curriculum.
(Para 24)
- improve the record keeping systems in the school and make better use of assessment in planning work and identifying areas of weakness by:
 - a) developing better whole school record keeping systems to track pupils' progress across the school;
 - b) making better use of assessment in planning work and in the analysis of past performance
(Para 25, 26)
- improve the quality of the playground environment and pupils' choice of activity during break-times.
(Para 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	41	41	9	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)		254
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		18

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	21
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	96.5
National comparative data	94.1

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	00 [99]	19 [21]	22 [16]	41 [37]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	15 [18]	14 [17]	16 [20]
	Girls	18 [15]	17 [15]	22 [15]
	Total	33 [33]	31 [31]	38 [35]
Percentage of pupils at NC level 2 or above	School	81 [89]	76 [86]	93 [95]
	National	83 [82]	84 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	16 [17]	16 [20]	12 [21]
	Girls	22 [15]	21 [15]	17 [15]
	Total	38 [32]	37 [35]	29 [36]
Percentage of pupils at NC level 2 or above	School	93 [86]	90 [95]	71 [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
	00 [99]	19 [11]	17 [19]	36 [30]

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	17 [10]	15 [9]	19 [11]
	Girls	17 [18]	15 [16]	17 [19]
	Total	34 [28]	30 [25]	36 [30]
Percentage of pupils at NC level 4 or above	School	94 [93]	83 [83]	100 [100]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	15 [10]	14 [9]	19 [11]
	Girls	16 [18]	15 [16]	16 [19]
	Total	31 [28]	29 [25]	35 [30]
Percentage of pupils at NC level 4 or above	School	86 [87]	81 [87]	97 [100]
	National	70 [68]	72 [69]	79 [76]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1.8
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1.4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25.4
Average class size	28.2

Education support staff: YR-Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	116

Financial information

Financial year	99/00
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	£
Total income	430429
Total expenditure	427173
Expenditure per pupil	1723
Balance brought forward from previous year	4702
Balance carried forward to next year	7958

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	0	0
My child is making good progress in school.	46	42	5	2	5
Behaviour in the school is good.	56	40	1	0	3
My child gets the right amount of work to do at home.	31	55	12	2	0
The teaching is good.	50	46	3	1	1
I am kept well informed about how my child is getting on.	31	45	18	5	1
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	61	36	0	2	1
The school works closely with parents.	25	53	15	5	0
The school is well led and managed.	59	36	3	1	1
The school is helping my child become mature and responsible.	47	47	3	0	2
The school provides an interesting range of activities outside lessons.	26	58	14	0	0

Other issues raised by parents

Parents are concerned about mixed year classes and wonder whether the arrangement affects pupils' targets and curriculum and whether there is repetition of work. They are not sure how the system works and wonder whether the outcomes are affected. One parents was very pleased that her children were welcomed very well to the school by a group of adults and the children quickly settled. Parents would like opportunities to be invited to school assemblies. They feel this arrangement would be rewarding for their children and help to promote links with the school.