

# INSPECTION REPORT

## **ST TERESA'S RC PRIMARY SCHOOL**

Handsworth Wood

LEA area: Birmingham

Unique reference number: 103456

Headteacher: Patricia O'Kane

Reporting inspector: David Marshall  
27681

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> April 2003

Inspection number: 246300

Short 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:	Butlers Road Handsworth Wood Birmingham
Postcode:	B20 2NY
Telephone number:	0121 5549581
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S McPhillips
Date of previous inspection:	2 <sup>nd</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Teresa's School is an average sized, Catholic, voluntary aided, primary school in the Handsworth Wood area of Birmingham. The catchment area of the school is made up of housing association, local authority houses, flats and some private houses i.e. a mixture. There are 205 pupils on roll; 82 boys and 123 girls. There are seven classes – but no nursery. Pupils' attainment on entry is above national expectations. The school is heavily oversubscribed at reception. 105 pupils - 51 per cent - are from ethnic minority groups, which is well above the national average. There are currently 26 children with English as an additional language – one at an early stage of language acquisition. There are 12 pupils with special educational needs – and two with statements. This is an overall percentage of around six per cent - which is below average. There are 21 children – around ten per cent - eligible for free school meals. This is also below the national average. Pupils' attendance is regularly better than the national average.

### **HOW GOOD THE SCHOOL IS**

St Teresa's is an outstanding school that provides a very happy and stimulating learning environment for its pupils. It has a very positive ethos and staff and pupils work hard. The pupils achieve high standards in literacy and numeracy and good standards in all other subjects. The quality of teaching is very good; pupils are suitably challenged and make good progress whatever their previous attainment. The school provides a very broad curriculum, with a wide range of additional activities. It also provides very well for the pupils' personal and cultural development. The school is very well led by the headteacher and deputy headteacher, with very good support from all staff and the governing body. The school provides very good value for money.

#### **What the school does well**

- Pupils do well in all subjects, especially in English, mathematics and science, and so standards are well above average by the time they leave school.
- The overall quality of teaching is very good.
- The quality of provision in the Foundation Stage is very good and so pupils make a very good start to their education.
- The personal, social, moral and cultural development of all pupils is very good and so they behave well and create excellent relationships. There is evidence of real racial harmony throughout the school. Pupils are enthusiastic, show great interest and have very good attitudes to their work.
- The current management of the school is very good due to the care taken by the head teacher, deputy, senior management team and co-ordinators over monitoring and evaluating their performance.
- Staff accurately assess the pupils' achievements and use the information very effectively to make sure of the best progress. Pupils with special educational needs or English as an additional language make good progress.
- The staff promote a very good school ethos for learning through the broad curriculum and the range of extra-curricular activities.
- The support staff, premises manager, midday supervisors and administrative officer make important contributions to the effectiveness of the school.

#### **What could be improved**

- There are no issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school's improvement plan and are currently being addressed.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

At the time of its last inspection in March 1998, the school was judged to be very good. The staff have made every effort to maintain the good ethos and direction of the school that made such a positive impact on the quality of education being provided at the time of the last inspection, and have been completely successful.

Since the last inspection the resources available for information and communication technology (ICT) have been significantly improved, and all National Curriculum requirements are now being met. There has been some additional accommodation added to the existing building that has not only enabled all equipment to be stored efficiently, but has also provided a well equipped computer suite. The governing body has developed

its monitoring role effectively and now takes a key role in helping to shape the future direction of the school. The school's overall improvement since the last inspection has been good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	A*	A*	well above average A above average B average C below average D well below average E
Mathematics	A	A	A*	A	
Science	B	B	A*	A	

Standards are very high at the end of Key Stage 2. Throughout the school pupils achieve consistently high standards in all subjects, doing exceptionally well by the time they leave. Over the last three years the school's results in the national tests for pupils at the age of eleven have been consistently well above the national average in English and mathematics, and in 2002 were in the top 5 per cent of all schools nationally. In science in 2002 pupils also achieved very high standards when compared to all schools. Their results at the higher Level 5 are also well above average.

Pupils make good progress in the Foundation Stage and their attainment in most areas of learning is above what could be expected for their age by the time they enter Year 1. In the last two years, the school's improvements at the end of Key Stage 1 in all core subjects of the curriculum have followed the upward national trend. In the 2002 national tests for seven-year-olds the pupils' results were above the national average in reading, writing and mathematics. When their results are compared to those of pupils in similar schools, based on the number claiming free school meals, they are still average in reading, writing and mathematics. Teacher assessments show pupils' standards in science at the age of seven are well above average.

The school has targets for pupils to attain before they leave the school at the end of Year 6. These targets, based on the school's own very good assessments, indicate that standards are set to continue their upward trend and pupils will continue to achieve above expectations for their age.

The inspection finds that, by the age of eleven, pupils' attainment is well above average in English, mathematics and science. In music, history, physical education, information and communication technology (ICT) and art and design, pupils achieve standards above expectations for their age by the time they are eleven. Standards in design and technology and geography are in line with what could be expected for their age throughout the school. Pupils with special educational needs achieve well in relation to the targets set for them. Pupils who speak English as an additional language make good progress in their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are very good. They are very highly motivated and keen to succeed. They are always attentive and responsive and show a real delight at being in school.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are always polite to their teachers and each other. They concentrate well and get on with their work sensibly and independently.
Personal development and relationships	The pupils' personal development is very good. They co-operate well at all times. They take responsibility for many tasks in their classrooms and around the school. Relationships between pupil and adults are excellent.
Attendance	Attendance is very good and pupils enjoy coming to school. Lessons always start promptly and no time is wasted.



The exceptional quality of the relationships throughout the school has a very positive impact on pupils' behaviour and attainment and makes a major contribution to the school's happy ethos. The school's excellent provision for moral and social development ensures the quality of the pupils' personal development.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Very Good	Very Good

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

The quality of teaching is a strength overall. Teaching was never less than good, and in two-thirds of lessons observed it was judged to be very good or excellent. Teachers plan lessons very well so that they are interesting and provide activities that inspire and motivate pupils well. They are particularly careful to match the work that pupils do to their individual needs. Extra work at a higher level challenges the brightest pupils. The teaching of literacy and numeracy is particularly good because teachers are very knowledgeable and provide challenging tasks. A significant strength is the way teachers ask questions that encourage pupils and challenge their thinking. Pupils' responses are valued and this raises their self-esteem. Teachers adapt their lessons well to meet the needs of all pupils. Teachers expect pupils to attain high levels of achievement and behaviour and instil very good work attitudes in all lessons. This means that pupils are helped to learn effectively because they concentrate well, work and research independently and listen carefully to their teachers and to each other. The teaching for pupils with special educational needs is very good. Teachers are sensitive to pupils' individual needs, for example, when questioning or setting work. Learning support assistants make a very valuable contribution to provision. They work closely with teachers to ensure that work is carefully planned to meet pupils' needs and promote their effective inclusion in all school activities. The teaching, and support, of pupils with English as an additional language is good and they achieve well against the targets set for them and for their ability.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides an outstanding, broad curriculum. It includes a variety of special events and a very good programme of personal and social education.
Provision for pupils with special educational needs	Very good. Pupils are supported very well in lessons and when withdrawn into small groups. Individual education plans are of a high quality, set relevant and achievable targets and are regularly reviewed.
Provision for pupils with English as an additional language	Pupils with English as Additional Language are given good support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a very strong emphasis on developing very good moral and social attitudes. The spiritual development of all pupils is at the centre of all the school's activities and permeates the whole curriculum. Very good provision is made for cultural development with very good opportunities for music and art.
How well the school cares for its pupils	Very good provision overall. There are very good procedures for ensuring the pupils' welfare, health and safety. The procedures for, and use of, assessment for enabling pupils' academic progress are exceptional.

The school has established very good links with parents and they support the school very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher is very experienced and has a depth of insight and vision for the future of the school that is rare. All staff form a strong and effective team which is very well led by the head teacher.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They help to give the school a clear direction and support. They are very keen and aware of their responsibilities, which they carry out effectively.
The school's evaluation of its performance	Very good. The head teacher, the school's senior management team and curriculum co-ordinators work hard to evaluate their performance and achieve optimum progress.
The strategic use of resources	Very good use is made of all resources. The time available and the accommodation are used very efficiently. Financial planning is carefully linked to the need to raise standards. Best value principles are applied well.

The current level of staffing is more than adequate to meet all the requirements of the National Curriculum. The school accommodation is good. The site supervisor does his job with consideration and willingness and makes sure the school is always clean and ready for the pupils. The level of resources is good and meets the needs of all pupils and the National Curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• The good quality of the teaching.</li> <li>• The information they receive about their children's progress.</li> <li>• The school is approachable.</li> <li>• The progress and high achievement of pupils.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of the information they receive about their children's progress in school.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views of the school. The team feels that the information parents receive about their children's progress is good, and the way that teachers are always available ensures that any doubts parents may have are easily and readily allayed. Although the range of activities outside of lessons are often aimed at the older pupils, they are very good and compare very favourably with that provided in most schools.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils do well in all subjects, especially in English, mathematics and science and so standards are well above average by the time they leave school.**

1. The pupils achieve high standards in English, mathematics and science in their National Curriculum Tests. This means by the time they leave the school they are well above the average when their results are compared nationally with all schools and with those of pupils at similar schools. The pupils' achievements throughout the school in other subjects are also above average.
2. The language development of most pupils is above average when they enter the reception class. Particular emphasis is placed on discussion and pupils are encouraged to review their work from an early age; for example, in a literacy lesson in the reception class, the children were happy to talk about their work, and keen to finish before going out to play. This carefully planned opportunity for discussion helped them to extend their vocabulary as well as to reflect on what they already knew. Many reception class children are already able to read and write a few words, and most can hold and use a pencil well. Most pupils talk with confidence about things that interest them and many can count up to ten. The children make good progress because the teacher assesses their ability carefully and builds on what they already know.
3. The range of activities that the school provides through the framework of the National Literacy and Numeracy Strategies is appropriately varied. The teachers are now aware of how to modify the literacy hour to meet the priorities they have outlined. Because writing is the focus of the school development plan, all teachers are making this an integral part of every lesson. Through monitoring their lessons the school now has a programme for English that is carefully planned and meets the needs of all pupils. This is evident in the range of work completed by Year 6 this year. In the first few weeks of the year the pupils were able to write good descriptions with simple, but effective, vocabulary. After two terms, where they have concentrated on many different genres and language forms, they were writing powerful and effective descriptions in well-organised sentences.
4. Pupils quickly learn to read, and by the age of seven, most have good strategies for tackling unfamiliar words and show a good awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. For example, pupils in Year 4 read very confidently from a range of different sources when considering the difference between similes and metaphors in an English lesson. When interviewed, Year 5 and 6 pupils said how much they enjoyed reading and commented knowledgeably about the fiction they have read, and how they used the library to discover the information they needed in their history, geography and religious education lessons. Throughout the school pupils take the opportunities for researching information and using reference books with great enthusiasm and growing skill.
5. Writing skills develop well across the school and are well above average by the end of Key Stage 2, in English and in other areas of the curriculum. Pupils learn to organise their work into coherent paragraphs and in Year 6 spelling and punctuation are accurate. All pupils quickly learn to appreciate the purpose of narrative and non-narrative forms of writing and experiment with different grammatical structures. In Year 3 work on developing story themes, the teacher's careful planning of how to use the story of "The Most Beautiful Thing in the World" demonstrated the insights that earlier tasks had enabled. Teachers are always careful to make sure pupils are using words at their appropriate level, and in this Year 6 lesson words and phrases such as "connective", "convention" and "technique" were being used easily by the pupils. In a Year 2 lesson, less able groups of pupils were given work that was appropriate and in keeping with the rest of the class. They created a good

piece of writing that meant they were able to take part in the plenary session with the rest of the class. All Year 5 and 6 pupils write neatly in ink, with well formed, joined letters. Pupils take great care with the presentation of their work throughout the school.

6. In every class, the requirements of the numeracy strategy have been adopted with enthusiasm. Pupils relish the challenge of mental arithmetic “quick fire” questions to start the lesson. In a Year 1 lesson the teacher encouraged the pupils to take part in the rapid mental maths session by using the actions they had learnt when counting on in Tens. The more able pupils had some very challenging examples to stretch their own ability without being prompted by the teacher. Pupils answer questions confidently from an early age and share ideas and strategies for solving problems building on previous work and methods. This means that by the time they reach Years 5 and 6, the teachers are able to concentrate on enhancing the pupils’ ability to use and apply their mathematical skills in an advanced way.
7. In science, the majority of lessons are based on pupil investigations, set initially by the teacher and then from their own research. A good example seen was in a Year 5 topic on changing states. Pupils in their different groups conducted their research with great care. They all had a good understanding of what makes a fair test and interpreted and evaluated their findings well, knowing what elements in the investigation to change and when. The way that pupils were then able to use mathematical ideas to record their findings, unprompted by the teacher, was very good.
8. Pupils with special educational needs make good progress. This results from the good management of provision and the effective, well-planned support that teachers and learning support assistants provide. The attainment and progress of learning of pupils with English as an additional language (EAL) are consistent with those of the school as a whole. They make good progress and achieve standards that are appropriate for their ability. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. The level of support is consistent and all pupils make good progress as a result.

**The overall quality of teaching is very good.**

9. The overall quality of teaching is a strength of the school. All of the teaching observed in the inspection was at least good, and two-thirds was very good or excellent. Teachers’ planning is very thorough with every possible detail covered. They plan together, with the good curriculum overview, to ensure consistency of what is taught and this helps to maintain the high standards achieved throughout most of the school. Lessons are carefully sequenced to ensure full coverage of a topic or programme of study. Plans outline clear learning objectives for each lesson, and teachers always tell the pupils exactly what they are going to learn.
10. Grouping is considered very carefully and teachers ensure that activities are always planned to match the attainment level of all pupils. A good recap at the beginning was a feature of many lessons observed which prompted pupils’ memories and allowed some useful assessments to be made. For example, in a Year 6 mathematics lesson, the teacher had created three groups based on what she knew they all needed. The smaller, less able, group were given a very good lesson from the special needs co-ordinator on the calculator work the majority of the class were completing. The class teacher knew that the higher ability group could already do the work that she had planned and so they were set a more challenging, but different, task to complete in the computer suite. This had the effect of making sure that all pupils were being effectively challenged throughout the lesson. In an effective Year 2 geography lesson, the teacher prompted a very good opening discussion of two differing locations based on an earlier farm visit. The way she was able to engender such a high level of enthusiasm and draw the pupils back to the aims of the lesson she had

carefully explained earlier was very skilful. As a result the pupils remembered and enjoyed their visit again, and moved forward onto the comparison easily.

11. Teachers have very good skills in managing classroom activities and pupils' behaviour. They create a very positive atmosphere by giving plenty of praise and always valuing their pupils' responses. This very supportive, encouraging approach gives pupils great confidence and enhances their self-esteem. During a Year 4 mathematics lesson, the teacher managed the lesson very well and brought in new ideas with enthusiasm and at just the right time. They had to learn about Venn and Carroll diagrams for the first time. Her encouragement made sure that every pupil took part and enabled them all to make calculations using the diagrams by the end of the lesson. In a Year 5 science lesson the teacher was careful to use all pupils' responses to show how airflow affects evaporation. He was able to use pupils' occasional misconceptions to enlighten the others. This not only led to a very good discussion but the care he showed with each response made sure they all felt able to respond again.
12. Examination of pupils' books showed that the quality of marking throughout the school is very high. Pupils' books contain helpful comments from the teacher and pupils often reply. Corrections are done and a very clear link can be seen between the marking and the progress that pupils make.
13. The very good cross-curricular links made by teachers that makes pupils' learning particularly meaningful are based on very good subject knowledge and understanding. That means they do not miss any opportunity to extend the scope of lessons or pupils' experiences. This was evident in a Year 3 ICT lesson, when the teacher allowed the pupils to come to the realisation that they were using their earlier mathematics work on bar charts as they used a database program. This good use of information and communication technology, especially word processing in Key Stage 2, to write-up topics in history, geography and science is a significant improvement since the last inspection.
14. All lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 1 physical education lesson, the teacher's enthusiasm as she put the pupils through their warm-up was very effective. Teachers also understand the need for time for reflection and self-evaluation, which was particularly evident in a Year 6 art and design lesson. The teacher encouraged pupils to pay attention to, and think hard about, the detail of the masks they were making. As a result of considering costumes in the Venice carnival for instance, pupils began to talk about their own feelings and what they needed to do to improve. This led to careful use of both charcoal and paint to capture the character of the figure in their early drawings. The very impressive way that the teacher in a physical education lesson for Year 5 pupils quickly focused on and used their first attempts to throw, motivated them even further.

**The quality of provision in the Foundation Stage is very good and so pupils make a very good start to their education.**

15. During the inspection, two lessons were observed by different inspectors in the reception class. In both cases the teaching was judged to be very good, and the progress the children made was very good. The teacher and classroom assistant are always calm and achieve very good control with the minimum of fuss. They are both very demanding of the pupils and gentle and supportive at the same time. At all times the lessons proceed at a very good pace with lots of different activities to keep the children's interest high. The very good organisation means that there is always an ideal balance between directed activities and pupils' own choice. The constant awareness of the opportunities available was exemplary. This was apparent in the reception class when pupils were involved in role-play and the teachers knew precisely when to intervene to provide further encouragement.

16. In the reception class, the interaction between teacher, support assistants and parents is very good. Their level of rapport is built on a high level of understanding of the individual needs of the pupils. There were times during every lesson observed when the children moved from one activity to another with apparently no signal or direction. The change in activities was always at the best possible time and achieved with the minimum of effort or fuss on everyone's part.
17. The only aspect of the work in the Foundation Stage that could be improved is the provision for the children's physical development. Although the teacher is careful to make sure children get the opportunity to play outside and use the school hall well each week, the lack of large climbing apparatus outside and large wheeled toys limits the available opportunities. This shortcoming is the first priority in the school's improvement plan.

**The personal, social, moral and cultural development of all pupils is very good and so they behave well and create excellent relationships. Pupils are enthusiastic, show great interest and have very good attitudes to their work.**

18. Pupils' attitudes to school and their behaviour are very good. The youngest children are happy, settle well to school routines and have good attitudes to learning. Many become very involved in the wide range of activities provided for them, such as role-play in the "home corner". Children learn to share toys and equipment and they become aware of others' needs and feelings. The excellent quality of relationships in the school has a positive effect on the children's acceptance of good manners, such as the gentle reminders they receive about appropriate behaviour. The children's personal and social skills are developing well. For example, two children were observed comforting another child who was feeling unwell. Also a Year 6 girl was seen holding the hands of two reception children and walking them carefully to their room. She said she was doing this as they "looked confused".
19. As they move up the school, pupils show increasing maturity and interest in learning, with very good attitudes to work. They are eager to learn and have very good sustained concentration and perseverance. For example, two younger pupils applied themselves admirably for a whole lesson while working enthusiastically on models made from everyday materials. The oldest pupils maintained great concentration during a personal, social and health education lesson that was based on an earlier exceptional whole school assembly. Pupils are co-operative and work very well collaboratively, being very supportive in paired reading. The oldest pupils are able to work independently very well.
20. The behaviour of pupils is very good at work and play. They make sure that their play does not intrude on others' activities at break-times. They are polite and helpful and behave well in class showing a high level of respect for their teachers.
21. Personal development is given a high priority. Pupils show an excellent awareness of the importance and value of the individual. For example, in a Year 5 physical education lesson they all enjoyed - and learnt from - the efforts of those chosen to demonstrate. They also made sure that all pupils, even those less able or with specific difficulties, were supported and encouraged throughout. Again, when a pupil sniggered at an incorrect response to a question in a lesson, other pupils responded quickly and positively to support the pupil involved. The quality of relationships in the school is excellent with mutual respect central to the ethos of the school. This has a significant effect on pupils' learning. Boys and girls mix easily together and there is social and racial harmony. The majority of parents are very pleased with the behaviour and attitudes in school.

**The current management of the school is very good due to the care taken by the headteacher, deputy headteacher, senior management team and co-ordinators over monitoring and evaluating their performance.**

22. The overall leadership and management of the school are very good. The head teacher has been in post for many years and provides exceptional leadership and a very clear educational direction for the school. Her main focus is to maintain and improve the already high standards and to continue to realise the potential of all the pupils, whatever their individual skills and talents. With her drive she enables her colleagues to fully develop the personalities of the pupils in their care. She has created a good senior management team by delegating responsibilities appropriately to the deputy headteacher and curriculum co-ordinators. When being interviewed, these teachers stated that they feel empowered to take a leading role in the future direction of the school, and are clear about their own priorities through the appraisal opportunities they have been given.
23. Over the last three years the curriculum co-ordinators have monitored planning, teaching and standards in their subjects. The monitoring of teaching and learning is very good and has improved since the last inspection. The senior management team monitor regularly and this is another key factor in the standards attained at age 11. With the very good feedback provided, planning is easier for teachers and the good structures put in place monitor what is available for all pupils at all times and where additional support or action is required to raise standards even higher.
24. Co-ordinators are also given appropriate non-contact time to update their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. The good cross-curricular links that are a feature of the lessons are well documented.
25. The headteacher, deputy headteacher and senior staff have rewritten the school development plan through careful consultation with all other staff. This identifies relevant priorities in all areas including the curriculum, organisation, management and premises with expenditure identified. The full monitoring and evaluation opportunities that are built into the plan mean the school takes all appropriate steps to evaluate how it is performing across all aspects.
26. The school's governing body is very well informed about the school and governors take their responsibilities seriously. They work very well in committees and monitor the provision across the school carefully. It is evident from the minutes of their meetings that they are now operating as the necessary "critical friend" to the school.

**Staff accurately assess the pupils' achievements and use the information very effectively to make sure of the best progress.**

27. Early assessments in the reception class are very carefully administered and analysed. This means that lessons in the reception class are appropriately challenging and effective. The lesson plans contain ways in which all pupils can be enabled to make good progress. During the year in all classes, a number of assessed activities are carried out and pupils' progress mapped. This process is carried out every year. The results of the assessed work have been used to create a portfolio of work that teachers agree represent the various levels of achievement. This moderated work is checked each term by the appropriate curriculum co-ordinator and shared with all other teachers at a staff meeting. This work enables all teachers to plan suitably for all pupils and know that their lessons are an appropriate challenge. This aspect of the school's provision is very well managed by the special educational needs co-ordinator.

28. Throughout the school careful assessments are used to provide appropriate lessons, regardless of the pupils' age and ability and this means the provision for pupils with special educational needs is very good. The headteacher and special educational needs co-ordinator know the individual pupils' needs well, which ensures they receive the support they require. There is a comprehensive policy, covering all the statutory requirements. The individual education plans are appropriate and reviewed regularly. The targets are appropriate to the pupil concerned and represent sensible, small steps forward that are understood by all concerned. The parents are very well involved with the individual plans and are enabled to make a good contribution to their children's progress.
29. The inclusive atmosphere in the school ensures that pupils who move into the school are made welcome and looked after. They settle quickly into the school and rapidly become members of the school community. The whole school community promotes this attitude and all adults give a consistent message to the pupils that this is a safe and secure place in which they are expected to learn. The consistent message is that all pupils are valued. For example, pupils from different ethnic backgrounds are encouraged to share their experiences with others to enable all to understand the variety of celebrations throughout the year. This makes all pupils feel that they are valued. In a school with many different nationalities, the explicit valuing of pupils makes a significant contribution to the way in which the pupils settle into the school and develop a sense of belonging. Teachers in all classes extend this with their high expectations of achievement, which encourages pupils to give of their best at all times.
30. Clear procedures are used to identify needs and target support for pupils with English as an additional language (EAL) as they progress through the school. Initial assessment for these pupils is very effective. Continuing assessment is based on observations by the support assistants, class teachers and EAL staff and is mainly based on the language stages. National test results are broken down by ethnicity, gender and for pupils who have English as an additional language in order to make sure all pupils are planned for appropriately.

**The staff promote a very good school ethos for learning through the broad curriculum and the range of extra-curricular activities.**

31. The school's ethos is very positive and is valued and promoted by all staff, parents, pupils and governors. The ethos promotes individual success together with respect and caring for others. The act of collective worship observed during the inspection was exceptional. The way the other pupils responded to the achievements of their peers showed how aware they are of others' feelings and how mature they become during their time at the school.
32. The school offers a very broad and well balanced curriculum, which provides opportunities for pupils to make very good progress in their academic work but also in their all round personal and social education. One major strength is teachers' awareness of cross-curricular possibilities in lessons. These are developed very well within the high quality planning which ensures consistency across the parallel classes. Thus, pupils will use information technology in an English lesson to record their feelings about a story, while the findings from a science session are the basis of a lesson on compiling databases, the literacy opportunities are explored in religious education lessons.
33. During the year there are a number of cross-curricular "special events" that have come to mean a great deal to pupils and parents alike. They are also very significant learning experiences for the classes involved. The first of these is a real-life experience for Year 5 known as "Plantastic". In the summer term the classroom becomes a garden centre. Pupils apply, by letter, for the post they want in the business. They can then become one of the directors, or a part of the publicity department, a secretary, a gardener, an accountant or customer services. They then have to plant seedlings, take cuttings and look after the plants. Their weekly newsletters are read out in assembly, and other pupils are encouraged



to buy the mature plants through jingles they have written and advertising posters created in art lessons. Last year the class made a profit of over £200 for the school fund. The Year 6 history cross-curricular project on VE Day is a great event each year for the pupils – and staff, parents, grandparents and governors. The head teacher writes of what this means to the school – and pupils confirmed this – “fun, interest, family involvement, awareness of social conditions, ballroom dancing and confidence”.

34. The head teacher and governors are constantly trying to improve the accommodation and site to enable the very wide range of activities. Pupils feel comfortable, confident and happy to be at school. One reason is the way that their written and creative work is so attractively displayed in classrooms and other areas of the school, which gives pupils a sense of pride in their achievements. Another reason is the quality and range of the extra-curricular activities that add to the opportunities pupils have to enhance their individual skills and interest. The pupils’ enthusiasm for the activities is huge, and the list is very impressive - and includes netball, football, rugby, rounders, athletics, cricket, swimming, tennis, basketball, drama, computers, choir, recorders, orchestra, dance, chess, science, dry slope skiing and gardening.

**The support staff, site supervisor and administrative officer make important contributions to the effectiveness of the school.**

35. The parents are very appreciative of the care and helpfulness of the support staff and school administrator. The teaching assistants work extremely hard and make an important contribution to the overall effectiveness of the school. Parents say that nothing is ever too much trouble for the school administrative officer and all problems are dealt with sympathetically. Both she and the teaching assistants know every pupil and their parents well. The parents feel reassured when contacted by staff that they are given accurate and sensible information.
36. The site supervisor takes great care over every aspect of his work and is much appreciated by all. The school is very well cared for internally and always clean. This involvement and efficiency is an object lesson to the children and helps to reinforce the messages that the head teacher and staff are making in their lessons and day-to-day organisation.

**WHAT COULD BE IMPROVED**

37. There are no issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school’s improvement plan and are currently being addressed.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

38. There are no issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school’s improvement plan and are currently being addressed.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	5	0	0	0	0
Percentage	1	62	31	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0.0
National comparative data	5.4	National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	16	15	16
	Total	25	24	25
Percentage of pupils at NC level 2 or above	School	93 (100)	89 (100)	93 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	15	15	17
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	85 (100)	89 (100)	96 (97)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (96)	100 (96)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (89)	100 (89)	100 (93)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	70		
White – Irish	11		
White – any other White background	1		
Mixed – White and Black Caribbean	15		
Mixed – White and Black African			
Mixed – White and Asian	3		
Mixed – any other mixed background	8		
Asian or Asian British - Indian	23		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	35		
Black or Black British – African			
Black or Black British – any other Black background	2		
Chinese	5		
Any other ethnic group			
No ethnic group recorded	1		

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8.7
Number of pupils per qualified teacher	24
Average class size	29

### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	167

## ***Financial information***

Financial year	2002/2003
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	£
Total income	519792
Total expenditure	474148
Expenditure per pupil	2312
Balance brought forward from previous year	11082
Balance carried forward to next year	56726

## ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	159

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	1	1
My child is making good progress in school.	58	40	1	0	1
Behaviour in the school is good.	58	38	1	0	2
My child gets the right amount of work to do at home.	44	48	6	1	1
The teaching is good.	69	30	1	1	0
I am kept well informed about how my child is getting on.	53	31	14	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	3	1
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	55	33	6	5	1
The school is well led and managed.	65	31	2	1	1
The school is helping my child become mature and responsible.	60	38	2	0	0
The school provides an interesting range of activities outside lessons.	31	43	14	3	8