

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL

Rochford

LEA area: Essex

Unique reference number: 115165

Headteacher: Mrs N Stevens

Lead inspector: Mike Capper

Dates of inspection: October 13th – 15th 2003

Inspection number: 257964

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	209
School address:	Ashingdon Road Rochford Essex
Postcode:	SS4 1RF
Telephone number:	(01702) 547 918
Fax number:	(01702) 530 193
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Van de Vyver
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This is a voluntary aided Catholic primary school, which admits pupils between the ages of 4 and 11. There are 209 pupils on roll, and they are taught in seven single-age classes. In the reception class, there are seven children who attend full-time and 14 children who attend for either the morning or afternoon session. Pupils come from a wide mix of home backgrounds although the number eligible for free school meals is below average. There are 23 pupils on the register of special educational needs. This is broadly average, with most of these pupils identified as having moderate learning difficulties. The number with statements of special educational need (2 pupils) is also broadly average for the size of school. When they start school at the start of the reception year, pupils' attainment is broadly average overall. There are no pupils with English as an additional language.

The school received a School Achievement Award in 2001 and a Healthy School Advanced Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23239	Mike Capper	Lead inspector	Foundation Stage, science, information and communication technology (ICT), person, social and health education (PSHE)
1112	Peter Oldfield	Lay inspector	
23609	Alison Cartlidge	Team inspector	English, geography, history, citizenship
28065	Alex Miller	Team inspector	Science, art and design, design and technology, music, physical education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. Pupils achieve very well in the reception year and well by the end of Year 2 but there are weaknesses in the progress of pupils in Years 3 to 6. Pupils have good attitudes towards learning and they behave well. The headteacher is well respected by parents and pupils and provides high quality pastoral care for all members of the school community. However, insufficient action has been taken to address weaknesses in the attainment of older pupils. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- By the end of Year 2, pupils' attainment is very good in English and mathematics and good in science, history and geography.
- Provision in the reception year is very well managed and ensures that children make very good progress.
- The school is very successful in welcoming pupils from different backgrounds and with differing needs and in teaching good values to pupils.
- Very strong relationships help to build pupils' self esteem and confidence.
- The rate of pupils' progress slows in Years 3 to 6 because teachers' expectations are not always high enough.
- There are inconsistencies in assessment procedures, with information about how well pupils are learning not being used closely enough to inform teachers' planning.
- The monitoring of standards by the headteacher, co-ordinators and governors is not rigorous enough.

The school is not as effective as it was at the time of the last inspection in 1999, when pupils' attainment was good at the end of Year 6. The headteacher and deputy headteacher work together closely and support each other well. They are very committed to improving the school but difficulties in recruiting staff have been a barrier to improvement, slowing the pace of pupils' learning in Years 3 to 6. Nevertheless, there have been very good improvements in provision for information and communication technology (ICT). There continue to be weaknesses in levels of challenge for more capable pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	C
mathematics	C	C	C	C
science	B	C	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' **achievement is satisfactory overall** although there are significant variations from year to year throughout the school. This is confirmed by test data for 2002 and 2003. Pupils with special educational needs achieve well, with most reaching the level expected for their age by the end of Year 2 and 6.

Children in the reception year achieve very well. Their attainment is very good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Standards are good in physical development. There is insufficient evidence to make an overall judgement on children's attainment in creative development.

In Years 1 and 2, pupil's achievement is good. By the end of Year 2, pupils' attainment is well above average in reading, writing and mathematics and above average in science. In Years 3 to 6, achievement is only satisfactory overall. By the end of Year 6, pupils' attainment is average in English, mathematics and science. Pupils' attainment in ICT is satisfactory by the end of Year 2 and Year 6. In science and mathematics, there are some missed opportunities to extend more capable pupils, especially in the way that they record work and apply their knowledge and understanding to practical work, leading to some underachievement by the end of Year 6.

The **good provision for developing personal qualities, including spiritual, moral, social and cultural development**, enables pupils to become caring, thoughtful and responsible. The school is good at taking into account pupils' views. Pupils arrive at school punctually and attendance is satisfactory.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**. **Teaching and learning are satisfactory overall**, but there are inconsistencies across the school. Teaching is good or better in the reception year and Years 2 and 5. Assessment procedures are satisfactory, though they are not applied consistently to ensure that work meets the needs of all pupils.

The school provides very good care, welfare, health and safety for all pupils. Pupils' pastoral support is very good and there are very good relationships between pupils and adults. Adults in the school know the pupils well. Pupils feel very well supported at all times.

The breadth and balance of the curriculum is satisfactory overall, with strengths in the reception class and weaknesses in Years 1 to 6 in the development of investigative skills. Where necessary, the curriculum is varied to meet the needs of pupils with special educational needs, helping to ensure that their needs are met well. Additional funding means that the school is able to provide a very good range of clubs. There are good partnerships with parents and the local community. Links with other local schools are very good and significantly enhance learning.

Accommodation and resources are satisfactory overall. However, the library is poorly resourced and resources in history are unsatisfactory, hindering the pace of learning in some lessons and restricting opportunities for pupils to carry out research independently.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The headteacher and other key staff provide sound leadership and management for the work of the school. A supportive governing body ensures that statutory requirements are met, with governance being satisfactory, overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the work of the school and have no major concerns. They are particularly pleased with the school's very successful promotion of moral and social skills. Pupils are happy at school. They feel that they are valued and are listened to by members of staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that there is a greater consistency to progress across the school by raising teachers' expectations and ensuring that the needs of all pupils are met consistently.
- Develop a consistent approach to assessing pupils' learning and using this information to inform planning and to help pupils understand better what they need to do to improve.

- Ensure that standards are monitored more rigorously by making better use of test data and by giving co-ordinators more opportunities to monitor teaching and learning in lessons.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall, although there are significant variations throughout the school. Children in the reception year achieve very well and attain high standards. In Years 1 and 2, pupils achieve well and attainment is good overall, with particular strengths in English and mathematics. In contrast in Years 3 to 6, pupils' achievement and attainment are only satisfactory overall.

Main strengths and weaknesses

- Very good teaching means that children make very good progress in the reception year.
- By the end of year 2, pupils' attainment is well above average in English and mathematics and above average in science, history and geography.
- Pupils identified as having special educational needs achieve well against the targets in individual education plans.
- Progress is inconsistent in Years 3 to 6, with standards of attainment lower at the end of Year 6 than they are at the end of Year 2.
- There is some underachievement in mathematics and science, especially amongst more capable pupils, with investigative skills the weakest element of attainment.

Commentary

Foundation Stage (reception year)

1. As at the time of the last inspection, children in the reception year achieve very well overall. They benefit from very good quality teaching and the rich and stimulating curriculum. As a result, children make very good progress, acquiring new skills quickly and attaining very good standards overall. Standards are very good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world, with the majority of children on target to exceed expectations for their age by the end of the reception year. Standards are good in physical development. There is insufficient evidence to make an overall judgement on children's attainment in creative development.

Key Stage 1 (Years 1 and 2)

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	18.0 (17.3)	15.8 (15.7)
writing	15.9 (15.9)	14.4 (14.3)
mathematics	17.8 (16.1)	16.5 (16.2)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection findings show that by the end of Year 2, pupils' attainment is well above average in English and mathematics and above average in science. This is similar to the findings of the last inspection and, in these subjects, pupils' achievement is good in relation to their prior attainment, with pupils building well on the very good start that they make in the reception year. National tests results in 2002 confirm that pupils' attainment was well above average in reading, writing and mathematics when compared with all schools. When compared with similar schools, pupils' attainment was well above average in reading and above average in

mathematics and writing. Test results for 2003, for which comparative data is not yet available, show that these high levels of attainment have been maintained, with a broadly similar number of pupils achieving the level expected for their age (Level 2) or the higher Level 3.

3. In science, where teachers assess pupils' attainment, all pupils achieved Level 2 in 2002 and, when compared with all schools, the number achieving Level 3 was also above average. However, when compared with similar schools, the number of pupils achieving Level 2 or Level 3 is only average and, given pupils' good scientific skills when they leave the reception year, this indicates some underachievement for more capable pupils.
4. Test results confirm that there is no significant difference between the attainment of boys or girls or pupils from different backgrounds. Pupils with special educational needs achieve well, with most reaching the level expected for their age by the end of Year 2. Results in 2003 continue the upward trend in standards evident in national tests in the last three years.

Key Stage 2 (Years 3 to 6)

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.4 (27.2)	27.0 (27.0)
mathematics	27.4 (27.2)	26.7 (26.6)
science	28.0 (28.3)	28.3 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

5. Although it is satisfactory overall, pupils' achievement in Years 3 to 6 is not as secure as it is in Years 1 and 2. This is because of the greater variation in the quality of teaching in these year groups, as well as the impact of a high turnover of staff, which included the need to employ teachers from overseas.
6. Inspection findings and test results show that pupils' attainment is broadly average in English, mathematics and science. In national tests at the end of Year 6 in 2002, pupils' attainment was in line with national averages in all three subjects, with weaknesses in the number of pupils achieving the higher Level 5 in science. When compared with similar schools, based on the levels of attainment at the end of Year 2, attainment was average in English and mathematics and below average in science. Test results for 2003, for which there is not yet any national comparative data, show that the school has maintained standards in English and there has been a slight improvement in science, where a similar number of pupils achieved Level 4 (91 per cent) but more pupils (31 per cent) achieved Level 5. However, in mathematics, the number of pupils of achieving the higher Level 5 fell from 32 per cent to 19 per cent.
7. The trend in pupils' attainment by the end of Year 6 over the last four year has been below the national average. Results in 2003 have not reversed that trend. Targets for the end of Year 6 are ambitious and were not achieved in 2002 or 2003.
8. The other area of focus for the inspection was ICT, where pupils' attainment is now satisfactory, having been unsatisfactory at the time of the last inspection. In ICT, pupils are now achieving well in relation to their prior learning, benefiting from the good opportunities to apply their skills in lessons.
9. In history and geography, there is insufficient evidence to make a judgement on attainment by the end of Year 6, but pupils' attainment is good by the end of Year 2.

10. Pupils with special educational needs are supported well in English and mathematics lessons and make good progress towards the targets that have been identified in their individual education plans.
11. Pupils make satisfactory use of their literacy and numeracy skills to support learning in other subjects. Pupils write for a range of purposes such as prayers, instructions, letters, lists and factual accounts. Pupils successfully apply their numeracy skills in subjects such as science, ICT and history.

Pupils' attitudes, values and other personal qualities

The good provision for developing personal qualities, including spiritual, moral, social and cultural development, enables pupils to become caring, thoughtful and responsible. The pupils' good attitudes and behaviour make a good contribution to their learning. Pupils arrive at school punctually and rates of attendance are in line with national averages.

Main strengths and weaknesses

- Pupils get on very well with teachers and each other.
- The school is successful in helping pupils to become very confident and to develop very good self-esteem.
- There are good systems to enable pupils to take responsibility through activities such as the school council and the prefect system.
- Teachers have high expectations of behaviour, meaning that children behave well.
- The very clear procedures for teaching moral values and social skills are effective.
- There are occasions in some classes when pupils are less attentive and fidgety.
- There is insufficient opportunity for pupils to celebrate or learn about a range of cultures.

Commentary

12. The school's very good ethos places a very high emphasis on teaching pupils good values so that they develop good attitudes to learning and understand the need to behave well. These aims are largely achieved, with pupils responding well to the high expectations of members of staff. The school has maintained this high quality provision since the last inspection.
13. Behaviour is good. In lessons and at other times during the school day, pupils play and work together happily, co-operating well in lessons. Older pupils happily take responsibility for looking after younger pupils. There is a calm and happy atmosphere at playtimes and when pupils are eating lunch.
14. Pupils have good attitudes to learning. They work hard and are keen to take part in the wide range of activities provided by the school. Pupils generally listen well to each other and the teacher. However, there are some occasions when the quality of teaching is weaker, when pupils become inattentive in lessons and show less of a desire to learn. When this happens, the pace of learning is slower than it should be.
15. The school very effectively promotes very good relationships amongst all parts of the school community. This is a significant factor in the very good levels of confidence and self-esteem shown by pupils who are not worried about "having a go" at something, because they feel happy and secure in their learning. Pupils report that they are happy at school and feel valued.
16. Parents are rightly very pleased with the school's very successful promotion of moral and social skills. Pupils are taught to appreciate that there are many children less fortunate than themselves and they support a wide range of charities to help these children. There are a good number of visits and visitors, including a residential visit for Year 6 pupils. Pupils are keen to participate in the very good range of clubs offered by the school and they are able to

contribute to the running of the school in various ways. A well-organised school council means that pupils are able to make suggestions about what they like or dislike about the school. Older pupils apply for the 'job' of prefect, undergoing interviews before they are appointed. These procedures contribute well to pupils' understanding of the responsibilities of living in a community. Pupils report that they find this valuable and feel that members of staff listen carefully to their views.

17. Spiritual development is well supported through a range of activities, including thoughtful assemblies and regular opportunities for prayer and reflection. Pupils are able to learn about their own cultures, but there are fewer opportunities for pupils to celebrate the cultural diversity of society through lessons, displays or books.

Exclusions

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	192	0	0
White – Irish	3	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	2	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	5	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

18. There have been no recent exclusions. Pupils have a clear understanding of what to do if they feel that they are being bullied or harassed. There was no evidence of this occurring during the inspection, and the school's records show that such incidents are very rare.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

19. Attendance rates are satisfactory, with pupils arriving punctually each day. The school has satisfactory procedures for promoting good attendance and works hard to discourage unnecessary absence. Despite this, attendance rates have fallen since the last inspection because more parents are now taking their children on holiday during term-time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall, although there is a wide variation in the quality of teaching across the school. Members of staff provide very good levels of care. The support and guidance given to pupils is satisfactory. There is a good partnership with parents and the school works closely with the local community.

Teaching and learning

Teaching and learning are satisfactory overall, ranging from very good to unsatisfactory. Teaching is consistently good or better in the reception year and Years 2 and 5. Assessment procedures are very good in the reception class and satisfactory in the rest of the school, where they are not applied consistently to ensure that work meets the needs of all pupils.

Main strengths and weaknesses

- Very good, engaging teaching in the reception year with the provision of interesting and exciting activities helping children to learn very quickly.
- Throughout the school, there are strong relationships between members of staff and pupils.
- Teachers generally manage behaviour effectively.
- Members of support staff make a valuable contribution to learning when working with groups of pupils.
- Very good quality marking in Years 5 and 6 identifies what pupils need to do to improve.
- Teachers work hard to make learning fun by planning interesting activities.
- In the reception year and Year 2, teachers prepare high quality resources to support learning.
- In Years 1 to 6, teachers' expectations are not always high enough and lesson planning does not consistently show what pupils of differing capabilities are expected to learn.
- Assessment is thorough in Years 1 to 6, but is not always used effectively in subjects such as mathematics and science to plan suitable work.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	9 (30%)	6 (20%)	13 (43%)	2 (7%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

20. As at the time of the last inspection, teaching and learning are consistently very good in the reception year, resulting in well above average attainment by the end of the Foundation Stage. Members of staff have a very good understanding of the educational and personal needs of young children and plan a very effective range of interesting activities to promote learning. Practical tasks engage the children's interest very well, enabling them to settle into class routines quickly, work hard and become confident. Independence is encouraged and children enjoy using the very wide range of colourful home-made resources. For example, children enjoyed wearing masks when pretending to be 'Goldilocks and the Three Bears'. High expectations for behaviour are successful in maintaining a calm and purposeful working atmosphere. In the reception class, very effective procedures for assessing what children know, can do and understand are used to ensure that children are challenged successfully.
21. Teaching and learning have improved since the last inspection in Years 1 and 2 and are now good overall, with examples of very good teaching in Year 2. The high standards that children

reach in the reception year are maintained effectively. Practical tasks are used well to support pupils' learning and encourage them to become involved in their learning. For example, in a very good numeracy lesson in Year 2, pupils enjoyed guessing the mystery shapes hidden in a bag by using touch and then matching various shapes to written descriptions. In a science lesson in Year 1, pupils enjoyed exploring different ways of making a table-tennis ball move by using equipment such as fans and pumps to generate wind power. Teachers have good expectations of behaviour and of what pupils should achieve, and in most lessons maintain a quick pace and ask challenging questions to encourage them to think about what they are learning. Resources are used very effectively in Year 2, where the teacher and voluntary helpers often prepare tailor-made games and equipment for individual lessons. For example, in a good literacy lesson, individual sets of words were available for pupils to select vocabulary that described the feelings of characters in a story.

22. Teaching and learning are satisfactory overall in Years 3 to 6, with teaching being consistently good or better in Year 5, where the teacher has particularly high expectations. However, the variability of teaching means that pupils do not maintain the good levels of achievement evident in the reception year and Years 1 and 2. Two unsatisfactory lessons were observed where the teachers did not organise the activities well enough and work did not build on what pupils had already learnt. Teachers use resources well, usually manage behaviour effectively and work hard to include all pupils. However, teaching and learning are not as effective as at the time of the last inspection when they were found to be good overall, and teachers do not always have high enough expectations of what pupils should achieve or plan sufficiently for their differing needs. Because the library is unsatisfactory, there are limited opportunities for pupils to work independently by carrying out research.
23. Throughout the school, relationships between members of staff and the pupils are very good. Teaching assistants help groups of pupils effectively, though opportunities for them to provide support during whole-class discussions are sometimes missed. Pupils with special educational needs are given sensitive and unobtrusive support, enabling them to take a full part in all activities. The eagerness of most pupils to learn has a significant impact on their effort and willingness to work together sensibly. Teaching and learning in literacy and numeracy are satisfactory overall.
24. Assessment procedures are satisfactory in Years 1 to 6. Whilst there are procedures in place for all subjects, there is no consistent approach and information collected is not always used to help plan work that meets the needs of all pupils. This particularly affects potentially higher-attaining pupils. For example, there is not always enough challenge for more capable pupils in writing and science. In mathematics, when teaching is less effective, it is usually because the work given to pupils is not challenging enough or is too demanding for some pupils. Teachers' marking is variable, with very good quality comments being written by teachers in Years 5 and 6. Nevertheless, assessment procedures are better than at the time of the last inspection when they were unsatisfactory.
25. Changes in teaching staff and difficulties in recruiting permanent staff have had a negative impact on the quality of teaching. However, teaching and learning are not monitored rigorously enough to ensure that examples of good practice are shared and weaknesses are identified and rectified quickly. As a result, the school's evaluation of teaching, learning and assessment is too generous.

The curriculum

The school provides a **satisfactory** curriculum.

Main strengths and weaknesses

- There is very good provision for out of school hours learning providing wide opportunities in music, sport, languages, art and homework support.
- There is good provision for pupils with special educational needs.
- The school employs effective strategies to meet the needs of pupils with social, emotional or behavioural difficulties.
- The provision for children in the reception year is well resourced and staffed.
- There are insufficient resources within the school library and the outdoor accommodation for reception year children is too small.

Commentary

26. Overall, the school provides a satisfactory curriculum for its pupils with good emphasis being given to skills in literacy and numeracy and to religious education. The application of knowledge to practical tasks in mathematics and science lessons is an area of the curriculum that is unsatisfactory.
27. Provision to meet the needs of children with special educational needs is good, including those pupils who have a statement of educational needs. The Code of Practice is fully implemented. Teachers plan well for these pupils and there is good support in class from teaching assistants. This results in pupils making good progress towards the targets identified for them in their individual education plans. The school works hard to be inclusive of children with varying social, emotional and behavioural needs. For example, in the reception class, the curriculum is varied to meet the needs of children with special educational needs. These strategies, which are seen throughout the school, are successful.
28. The curriculum includes good provision for pupils' personal, social, health and citizenship education, including sex education and drug education. Aspects are taught effectively as discrete topics or alongside other areas of the curriculum such as science and religious education.
29. Prior to leaving the school, Year 6 pupils have had a variety of opportunities to visit their next school. The school's arrangements to help children successfully make this transition are very good.
30. The school has been very successful in securing additional funding to support out-of-school learning. As a result of this funding, very good opportunities exist for pupils to participate in a range of activities covering music, sport, languages and art. There is good support for homework through a homework club. The school provides a good range of visits and visitors to enrich the curriculum. For example, Year 6 pupils participate in a residential journey and pupils have enjoyed the visits by a percussionist that enrich learning in music.
31. The school has recently improved accommodation through the building of extensions to provide more teaching space. This is beneficial in ensuring adequate classroom accommodation. However, the school library is poorly resourced and inadequate for a school of this size. This limits the opportunities for pupils to carry out meaningful independent research. The outdoor area for children in the reception class is small and has no covered area. The lack of space means that it is hard for children to practise a full range of physical skills when the weather is poor.
32. The school has adequate staffing levels, including a support teacher with no class responsibility. The duties of this teacher includes providing some additional support in

lessons to help pupils try to achieve their targets at the end of Year 6. Resources in the school are satisfactory except in history and are supported very well by teacher produced materials, especially in the reception class and Year 2.

Care, guidance and support

The school promotes the pupils' welfare, health and safety very effectively in a secure and caring environment. Overall, the school provides satisfactory support, advice and guidance for pupils, with strengths in the monitoring and support for pupils' personal development.

Strengths and weaknesses

- There are very good procedures to ensure the health and safety of all pupils.
- All members of staff show very good levels of care for the pupils.
- There are very good induction procedures in the reception year.
- The school has good procedures for consulting pupils about their views.
- Pupils find members of staff very approachable and know who to go to if they have a concern.
- Assessment information to monitor academic progress is not consistently used to provide guidance to pupils on how they could improve.

Commentary

33. As at the time of the last inspection, the school provides very good care, welfare, health and safety for all pupils. There are effective child protection procedures that are well understood by senior staff. A large number of members of staff have first-aid qualifications and there are good procedures to record minor accidents. Regular risk assessments are undertaken and appropriate testing has been carried out on electrical apparatus and fire fighting equipment.
34. Support, advice and guidance based on monitoring are satisfactory overall. They are not as effective as they could be as assessment information to monitor academic progress is not consistently used to provide guidance to pupils on how they could improve. Targets in annual reports of progress are too general, rather than more personal for each pupil. However, pastoral support is very good. It includes good support from external agencies for pupils with special educational needs, as well as in-house support provided by a social worker/counsellor funded by a Catholic children's charity.
35. There are very good relationships between pupils and adults in the school. Adults in the school know the pupils well and pupils report that they feel very well supported at all times. The personal and social health programme is very supportive to pupils' needs and offers good advice where necessary. Children enjoy very good induction procedures in the reception year, helping them to settle very well into school routines. Pupils who join school at other times are also well supported.
36. Pupils at the school have good opportunities to express their views. They report that they feel that their opinions are valued. The school council of elected class representatives takes an active role in suggestions and support to pupils. Year 6 prefects are involved in undertaking tasks around the school, especially in preparing the hall for assemblies and turning off computers at the end of the school day. Pupils willingly accept such duties and undertake the tasks very responsibly.

Partnership with parents, other schools and the community

The school has good partnerships with parents and with the local community.

Main strengths and weaknesses

- There are very good links with other schools.
- The very strong parents' and teachers' association (Friends of St Teresa's School, FOSTS) gives generous financial support to the school.
- There are good links with the community, including local businesses, which enhance pupils' learning.
- Parents make a good contribution to their children's education and are supportive of the school's work.

Commentary

37. As at the time of the last inspection, the school has a good relationship with parents and carers. A high number of parents regularly help in classes and they are supportive of the school's homework arrangements. The very active FoSTS (Friends of St Teresa's School) gives very generous financial support to the school, which has allowed for helpful additional resources to be purchased. Parents interviewed in the week of inspection were very supportive of the school and report that their children are very happy. Responses to pre-inspection questionnaires were largely positive with no major concerns raised. The school makes good efforts to consult with parents so that they feel that their views are valued. For example, a recent questionnaire allowed parents to give their views on proposed changes to school uniforms.
38. The quality of information is good. Parents are kept well informed about school life and what their children are learning through regular meetings and newsletters, and teachers are always happy and willing to talk to parents at the start or end of each day. Parents of pupils with special educational needs are provided with a good amount of information, and are fully involved in reviews of individual education plans. Parents like the approachability of staff and feel comfortable about approaching the school if they ever have any concerns. However, a number feel that there should be an additional formal parent/teacher consultation meeting in the autumn term. The inspection team agrees that this would be helpful in further improving the information that is available to parents.
39. Links with the local community and other schools make a good contribution to pupils' learning. There is very good liaison with the local Catholic secondary schools, ensuring that transfer arrangements are smooth and trouble-free. In subjects such as ICT, the school has benefited from working closely with other schools to develop the curriculum. The school takes a full part in local community events and allows the school building to be used by various community groups, such as cubs and scouts. A recent workshop on team-building and problem solving was organised in conjunction with a local business organisation. This had a good impact on pupils' personal and social development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher and other key staff provide sound leadership for the work of the school. A supportive governing body ensures that statutory requirements are met, with governance being satisfactory overall.

Main strengths and weaknesses

- Very committed and hardworking staff means that school is well placed to address weaknesses and improve.
- The headteacher is a very good role model in setting a tone for the caring ethos of the school, showing very high levels of care for members of staff and pupils.

- There is a very strong commitment to inclusion in lessons, and additional support provided through provision such as counselling and social work support.
- Provision for pupils with special educational needs is well managed by the deputy headteacher.
- Governors are developing an awareness of strengths and weaknesses but do not fully challenge the school on why attainment is lower at the end of Year 6.
- The school has very good procedures for collecting data, but the evaluation of data is not rigorous leading to the school having an unrealistic view of current achievement.
- School development planning is not sufficiently focused on raising standards.
- The role of co-ordinators in monitoring teaching and learning is insufficiently developed.

Commentary

40. The headteacher is well respected by parents and pupils and provides high quality pastoral care for all members of the school community. Both the headteacher and deputy headteacher are very committed to improving the school and there is a shared sense of purpose. Despite the fall in standards since the last inspection, the headteacher continues to have high aspirations for the work of the school. Nevertheless, the quality of leadership is not as good as it was at the time of the last inspection and the school is not as effective now as it was then. A barrier to improvement has been local recruitment issues that have made it difficult to replace teachers. This has had a significant impact on the learning of some groups of pupils in Years 3 to 6. This is supported by test data that shows a wide variation in progress from year to year according to which teacher was taking a class.
41. The school's self-evaluation is unsatisfactory. The school has access to a wide range of data that shows very clearly how well pupils in differing year groups are achieving. This data is collected carefully and is well organised so that it is easily accessible. However, it is not analysed with sufficient thoroughness to enable action to be taken to address weaknesses. School development planning and self-review documentation do not show a clear understanding of the issue of lower attainment in Years 3 to 6, and clear and measurable targets for improvement have not been set. As a result, strategic planning for improvement is not sufficiently focused on key areas of weakness.
42. Despite this, there has been some worthwhile monitoring of teaching by the headteacher, with staff performance management strategies used effectively to identify strengths and weaknesses in teaching. Documentation from previous years shows clearly the good levels of support given to weak teachers who have now left the school. Members of staff are given good opportunities to improve their skills by attending a wide range of training courses. These have had a good impact on learning in subjects such as ICT. There are good induction procedures for new staff, who are given a 'buddy' to help them settle into school as well as a good range of information.
43. The role of co-ordinators is developing and their support is satisfactory overall. They are keen and enthusiastic and are beginning to take responsibility for monitoring aspects of provision in their subjects by looking at teachers' planning and sampling pupils' work. In subjects or areas such as English and mathematics, co-ordinators provide good role models in the quality of teaching in their subjects. However, there have been no opportunities for observing teachers in classes in order to monitor teaching and learning. This means that co-ordinators have not yet got a full picture of the quality of learning across the school.
44. Provision for children in the reception year is very well led and managed by the class teacher with very effective support from a teaching assistant and the headteacher. Together, they have a very clear understanding of the strengths in provision. Test data is used well to inform practice and there is a very strong commitment to continual improvement, with procedures continually reviewed to see if they are as effective as they could be.
45. The headteacher and deputy headteacher have a very strong commitment to providing an all-inclusive school which meets the needs of all pupils whatever their background or need.

They have been successful in this aim and, under their leadership, members of staff have embraced a range of special educational needs, as well as pupils from different social backgrounds. The school's provision for special educational needs is well managed by the deputy headteacher.

46. The quality of governance is satisfactory. Governors are supportive of the school's work and specific skills are used well in areas such as improving accommodation and managing finances. Governors are regularly involved in monitoring the work of the school, visiting classes regularly to see teachers and pupils at work. Written reports on monitoring visits are very thorough, helping all governors to develop an understanding of some of the school's strengths and weaknesses. However, governors are not yet sufficiently challenging in seeking to explain why attainment has fallen since the last inspection in Years 3 to 6.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	498,454.00	Balance from previous year	42,542.00
Total expenditure	477,809.37	Balance carried forward to the next	63,187.00
Expenditure per pupil	2,243.24		

47. The quality of financial planning is satisfactory and the school provides sound value for money. Spending is targeted on raising standards and governors work hard to ensure that the principles of best value are achieved in all of their spending. They have been largely successful in this aim, although more consideration needs to be given to the impact of having a teacher who is not deployed in a classroom. The impact of this provision on levels of attainment is not always clear, and release time for co-ordinators has not been used effectively to monitor all aspects of provision in the different subjects. The large underspend at the end of the last financial year had been accumulated over time to pay for the costs of building work.
48. The school is very successful at seeking additional funding to support initiatives such as the out-of-hours learning project. These activities significantly extend provision. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school has maintained the high quality provision for children in the reception year that was found at the last inspection. There continue to be significant strengths in the quality of teaching, the breadth and balance of the curriculum and the attainment and achievement of pupils.

Teaching is consistently very good, with the needs of children met very effectively. There are many key factors in the very good quality of teaching and learning:

Main strengths and weaknesses

- All members of staff are very enthusiastic and they ensure that every day is different and fun. Children are constantly excited by what they are doing and, as a result, there is a very good pace to learning.
- Members of staff have very high expectations of work and behaviour with differing needs met very well.
- A very experienced teaching assistant gives excellent support throughout the school day. Other adult helpers, such as parents and students, make a significant contribution to children's learning.
- Members of staff have a very good understanding of the needs of young children, using a very good range of teaching methods.
- Medium and short term planning is very thorough. Activities are all built around a 'book theme' which is very effective in making learning purposeful and ensuring that children succeed.
- Lessons are very well resourced, with members of staff working very hard to make attractive and relevant resources.
- There are very good procedures for observing and assessing learning. Teachers use this information well to plan what children need to learn next.

Commentary

49. Provision is very well led and managed, with members of staff working very well together. Test data is used well to inform practice, with the curriculum varied from year to year to take account of the needs of different groups of children. There is a very strong commitment to continual improvement, with procedures continually reviewed to see if they are as effective as they could be.
50. Curriculum planning is very thorough, and very good care is taken to ensure that children who only attend part-time are not significantly disadvantaged. For example, the teacher ensures that there is full coverage of all areas of learning for all children whether they come in the mornings or the afternoons.
51. Accommodation is satisfactory overall. The environment in the classroom is vibrant and exciting, with high quality displays showing children that their work is valued. However, the fenced outside area is very small and there is no covered area. The lack of space means that it is hard for children to practise a full range of physical skills when the weather is poor.
52. A strength in provision is the excellent levels of inclusion evident in the reception class. Children with special educational needs are very well integrated. They are given good support by members of staff who carefully plan work and vary the curriculum according to individual need. A high emphasis is placed on ensuring that there is equality of opportunity for all pupils.

53. There are very good links with parents and very effective induction procedures. These are continually being developed so that the teacher has the maximum amount of information when children start school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good teaching permeates all aspects of the school day with all members of staff having very high expectations of children's social and personal skills.
- Children get on very well together and are very supportive of each other's needs.
- Members of staff are very kind and caring and have a very good understanding of children's individual needs.
- There is a very good emphasis on teaching basic values such as politeness, kindness and care.

Commentary

54. Test data shows that when children start school they already have well-developed personal and social skills. These are extended further in the reception year, with children's attainment being very good and achievement good.
55. Children are on target to exceed the expectations of the 'early learning goals' by the end of the reception year. Children are very kind and sociable. They work well in small groups, supporting each other effectively and happily celebrating each other's success. They are beginning to learn how to work independently.
56. Members of staff have a very good knowledge of both the social and educational needs of individual children. Children are given many opportunities to talk together and to appreciate the wonders of the world around them. These times are used effectively to encourage children to think about things that affect them and to talk about the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children's attainment in reading and writing is very good.
- Children are confident speakers and very good listeners.
- A very rich curriculum promotes very good quality learning, with the use of a 'book theme' each week very effectively promoting positive attitudes towards literacy.

Commentary

57. Very good teaching in this area of learning means that children make very good progress, and achieve very well for their capability. All but a small number of children identified as having special educational needs are on target to achieve the 'early learning goals' by the end of the reception year, with a significant number on target to exceed them.
58. Reading skills are taught very effectively and there is a very strong emphasis on learning being fun. Strategies for helping with reading unknown text, such as looking at the illustrations, using knowledge of phonics and predicting what might happen, are taught effectively. Care is taken to use the correct vocabulary such as 'characters' and 'author'.

59. Children develop a positive attitude towards writing and are given many opportunities to improve their skills. As a result, children become willing writers. They are very enthusiastic and are always happy to record their ideas on paper, often using recognisable words or letters. Supplies of paper, pens and pencils are always available and children readily use them. Children are successfully encouraged to write for a range of purposes.
60. Children come to school with generally well-developed speaking and listening skills and these are extended further. Children are given many opportunities to take part in discussions and talk about what they are doing, so they become confident in speaking to large or small groups as well as to individuals. They explain what they are doing and talk happily to visitors about the work they are doing.
61. Parents give their children good support in developing reading skills by hearing them read regularly at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children's attainment is very good. They have a very good knowledge of basic number skills.
- There is a very good focus on learning through practical activities, with many opportunities for children to reinforce learning.
- Learning is made fun meaning that pupils are very well motivated and are thoroughly engaged in their learning.

Commentary

62. Children achieve very well and make very good progress in developing mathematical skills, with most children recognising numbers to five, even though they have only been in school a few weeks. A number of higher-attaining children recognise higher numbers and are already confidently carrying out simple addition and subtraction sums. When working orally, higher-attaining children can work out 'one more than' a given number.
63. The very good teaching of the subject ensures that all children are well motivated and interested. Careful planning means that the needs of all children are met. Mathematical concepts are taught in a practical way that involves the children and promotes very good learning. For example, children were taught about counting to 20 by marching around the outdoor area in time, counting in time as they did so. This very effectively reinforced learning. Lessons are very well resourced, and activities are carefully differentiated to meet the needs of children of varying prior attainment. Children benefit enormously from the number of adults in the classroom. It means that each group has an adult working with them, meaning that instant feedback can be given to help children improve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children's attainment is very good and they quickly acquire skills in a range of topics.
- There is a very exciting curriculum, which is very carefully planned and meets the needs of all pupils very well.

Commentary

64. Pupils make very good progress in this area of learning, achieving very well in relation to their prior attainment and developing a wide range of skills and knowledge. Children know what plants need in order to grow and they understand that things change over time. They can confidently talk about recent past events in their own lives.
65. Children show good skills when using the computer. They read simple text on the computer and confidently use the keyboard and mouse to write out words, draw pictures or play games.
66. The quality of teaching in this area of learning is very good, with skills thoughtfully developed in interesting ways. For example, children have been learning about directions as part of their work on 'Goldilocks and the Three Bears'. The teacher planned a very good activity, with children going for a walk to the 'woods' following arrows that had previously been put out by the teaching assistant. At each arrow, the children had to use the correct language, 'right', 'left' or 'straight on'. This very effective and practical way of teaching these skills engaged children very well, with most making very good gains in their understanding. Children with special educational needs were very well integrated into this activity, so that they also made very good gains in knowledge in relation to their prior attainment.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children show good range of skills and are on target to at least achieve the 'early learning goals' by end of year.
- There is a good curriculum and use of outdoors to support learning and develop skills.
- Limited outdoor space limits opportunities to develop physical skills, especially when the grass is too wet to play on.

Commentary

67. There is insufficient evidence to make an overall judgement on the quality of teaching in this area of learning. However, observations of children at work at different times during the school day show that they achieve well. Children have very good access to a range of outdoor activities that successfully promote physical development. These help children to make good progress and they have a good level of physical skills, with children catching and throwing confidently and riding tricycles with good control. The outdoor area is well resourced so those children are able to develop physical skills at a level appropriate to their previous learning. Members of staff support this well. For example, at playtime, the teacher and teaching assistant successfully set little challenges for children who were working on the climbing equipment, helping them to improve their skills.
68. There is a good curriculum, with children's learning enhanced by regularly timetabled physical education lessons. However, the outdoor area is small and lacks a covered area. This inhibits physical development as it means that at times of bad weather, there are fewer opportunities to work outside or to play on the very small 'all-weather' part of the outside area.

CREATIVE DEVELOPMENT

There is insufficient evidence to make an overall judgement on the quality of provision. A scrutiny of displays and lesson planning shows that there is a good curriculum, with inclusion levels being very high so that needs are met well. Children have very good attitudes towards learning and talk confidently about artwork. They sing confidently in class assemblies.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory overall**.

Main strengths and weaknesses

- Attainment is well above average by the end of Year 2 and pupils achieve well.
- Very good quality marking and high expectations for the presentation of work help pupils in Years 5 and 6 to understand what they need to do to improve their work.
- Throughout the school, pupils enjoy reading and use good expression when reading aloud.
- The quality of teaching is variable and teachers' planning does not show consistently what pupils of differing prior attainment are expected to learn in a lesson.
- Pupils are not expected to take enough responsibility for correcting their own errors.
- The subject leader has insufficient opportunity for monitoring teaching and learning to help identify and rectify weaknesses in provision.
- The library and resources are unsatisfactory.

Commentary

69. Pupils' attainment is well above average by the end of Year 2 in reading, writing, speaking and listening and test results have been rising over the last few years. In 2002, results were well above average and test results in 2003 indicate similar attainment. All pupils including those with special educational needs and higher-attaining pupils achieve well. Parents are pleased with the way their children learn to read and with the policy for teaching joined writing from reception. Whilst this is generally successful, pupils with weaker hand control sometimes find the spaces on the lined paper to be too small for them to write neatly. Pupils listen carefully to adults and each other and are confident when sharing their views with the class. They write clear instructions, spell common words accurately and use punctuation correctly.
70. By the end of Year 6, pupils' attainment is in line with national averages. National test results over the last three years have been consistently average, with pupils' achievement being satisfactory when compared with their prior attainment at the end of Year 2. However, the progress they make through Years 3 to 6 is variable, with pupils making insufficient progress in some years. Pupils with special educational needs are provided for well and make good progress towards targets set in their individual education plans. They are given additional support when necessary, with work carefully planned to ensure success in meeting these targets. There has been a significant turnover of teachers over the last few years, and annual test results and teaching are not monitored closely enough to ensure that pupils make steady progress throughout Years 3 to 6.
71. There are no significant differences between the attainment of girls and boys in lessons. In Years 5 and 6, most pupils, including some lower-attaining pupils, are successful in planning their work and making their writing interesting by using a wide range of vocabulary. However, older pupils are not always good listeners and there are weaknesses in the consistency of their spelling and their use of punctuation.
72. Teaching is satisfactory overall, with examples of good and very good teaching. Teaching is generally not as effective as at the time of the last inspection. However, throughout the school, teachers manage pupils' behaviour well and make good use of well-trained teaching assistants to work with groups of pupils. Teaching is more effective in Years 2, 5 and 6 than in other year groups. In Year 2, the teacher, with support from voluntary helpers, makes very interesting resources for each book shared with the whole class, engaging pupils' interest well and helping them to learn quickly. Questioning is used very effectively to encourage pupils to discuss what might happen next in a story. Since the last inspection, there have

been good improvements in the strategies used in Years 1 and 2 to help pupils read unfamiliar words.

73. In a very good lesson in Year 5, pupils were given a valuable opportunity to evaluate the performance of a play-script performed by a group of pupils, before writing their own. They used what they had learned very effectively and worked extremely hard in small groups, refining their work. At the end of the lesson, pupils were able to share the wealth of strategies for successful play-writing learned during the lesson. However, in some lessons, teachers miss opportunities to work with a group of pupils and higher attaining pupils are not always challenged enough in their writing. Whilst teachers mark work regularly and often write good quality comments showing how pupils could improve, they continue to have low expectations for the accuracy of pupils' writing, leading to pupils making avoidable spelling and punctuation errors. The school has recently developed a good strategy to support gifted and talented pupils who send special pieces of writing to an author and receive encouraging comments in return.
74. Leadership and management of the subject is satisfactory overall. The co-ordinator has been responsible for the subject for one year and has started to collect data on strengths and weaknesses in the subject and she understands whole school issues such as the need to improve the provision for higher-attaining pupils. A strategy to improve the opportunities for older boys has been successful. Boys in Years 5 and 6 were asked what the school could do to make the subject more appealing and teachers have worked hard to provide topics that interest them, such as texts about footballers and an increased availability of ICT in lessons. However, the co-ordinator has not had the opportunity to monitor teaching and learning. As a result, the school's self-evaluation is not accurate and the action plan does not show clearly enough what needs to be done to raise standards. The subject leader provides a good role model for teaching and demonstrates high expectations through the use of very good quality marking, helping pupils to make good progress in her lessons.
75. The subject provides good opportunities for pupils to extend their social and moral skills. For example, in a good lesson in Year 2, pupils listened to each other carefully when considering the feelings of various characters in a story.
76. Pupils make greater use of their ICT skills than at the time of the last inspection. For example, pupils in Year 6 used laptop computers to make notes for their biographies and used various fonts and backgrounds when writing and displaying information about sea creatures. However, the library continues to be unsatisfactory. There are insufficient fiction and non-fiction books and limited space, restricting opportunities for pupils to carry out research. An additional teacher provides effective support in some lessons for different groups of pupils.
77. Provision for the subject is not as effective as at the time of the last inspection. Whilst high standards have been maintained by the end of Year 2, they are lower at the end of Year 6.

Language and literacy across the curriculum

78. The use of language and literacy across the curriculum is satisfactory. Pupils make better use of their literacy skills to support learning in other subjects than at the time of the last inspection, when there was an overuse of worksheets. Pupils write for a range of purposes such as prayers, instructions, letters, lists and factual accounts.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attainment is very good at the end of Year 2, with number skills well developed.
- Pupils with special educational needs make good progress towards their targets.
- The rate of pupils' progress during Years 3 to 6 is inconsistent. As a result, the attainment of these pupils is not as high as it could be.
- Pupils have too few opportunities for investigative work in mathematics.
- Teachers' planning does not always take sufficient account of the current capabilities of pupils.

Commentary

79. Standards of attainment are well above average by the end of Year 2 and pupils achieve well. At the end of Year 6, standards are in line with the national averages but there is some underachievement, especially amongst more capable pupils.
80. Pupils are not making the progress expected in Years 3 to 6 based on their prior attainment. This is confirmed by national tests at the end of Year 2 and Year 6 in 2002. Test results for 2003, for which there is not yet any national comparative data, show that the school has maintained well above average standards in Year 2. However, the number of pupils achieving the higher Level 5 by the end of Year 6 fell from 32 per cent to 19 per cent.
81. The standard of work being attained by the end of Year 2 is similar to that at the time of the previous inspection but results by the end of Year 6 have fallen.
82. In Years 1 and 2, pupils make good progress in developing number skills and by the end of Year 2, the majority of pupils can add numbers up to at least 20 and count forwards and backwards. Most are confident when giving change from £1. They successfully organise data and make graphs.
83. Pupils in Year 6 have a good understanding of place value and have developed strategies to calculate mentally. They can find fractions and percentages of numbers and understand the relationship between fractions, decimals and percentages. Work on data handling and shape is further developed and pupils create straight-line graphs from their data gathering and can describe the properties of two and three-dimensional shapes.
84. Within the mathematics curriculum, there are not enough opportunities for pupils to apply the skills they have learnt through, for example, investigative work. This aspect of the curriculum is unsatisfactory and limits the progress of more capable pupils in particular.
85. The quality of teaching is good overall in Years 1 and 2 and satisfactory overall in Years 3 to 6. When teaching is good or better it is characterised by the teacher being fully conversant with the stage of learning of all their pupils. With this knowledge, they ensure that all pupils, including children with special educational needs and higher-attaining pupils, are set tasks that move them on to their next stage of learning. For example, in a very good Year 2 lesson on shape, the teacher had prepared a range of activities to meet the needs of all children in the class. In addition to this, she ensured that the teaching assistant and a voluntary helper were suitably organised to support the needs of different groups in the class.
86. When teaching is less effective, it is usually because the work given to pupils is not challenging enough or is too demanding for some pupils. For example, in a Year 4 lesson, groups of children completed work on shape that was well within their capabilities, whilst in Year 3, groups of children struggled with a task about time as they were not sufficiently competent at telling the time.

87. Assessment procedures are developing in the school. A good tracking system of children's progress in mathematics is being established. Targets are set and monitored by the teacher. In Years 5 and 6, teachers write helpful comments on pupils' work.
88. The National Numeracy Strategy is well established in the school. Teachers use this to assist them with their planning and to structure their lessons. On occasions, teachers are not adept at tailoring the content of the strategy to meet the needs of their current pupils, leading to inconsistent progress from year to year. All teachers use opportunities to encourage, praise and motivate the children to do well. However, there is not sufficient monitoring of all teachers' work or full use being made of available data on pupil performance to ensure that any areas for development in the school can be addressed.
89. The subject is managed by a keen co-ordinator. She is knowledgeable about the teaching of mathematics and is a role model for other teachers as her teaching is consistently very good. She has amassed a wealth of information about her subject but has had limited opportunities to work alongside other teaching staff or monitor their performance in the classroom.

Mathematics across the curriculum

90. The use of mathematics across the curriculum is satisfactory. Pupils are given appropriate opportunities to use their mathematical skills across the curriculum in subjects such as ICT, science and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' attainment is good by the end of Year 2, but only satisfactory by the end of Year 6.
- Pupils have good attitudes towards learning, responding well to the teachers' high expectations of behaviour.
- Teachers plan an interesting range of activities and make good use of resources. This leads to pupils applying themselves well in lessons.
- There is a lack of challenge for more capable pupils in many lessons.
- There are limited opportunities for the subject co-ordinator to monitor teaching and learning.
- Investigative skills are not developed consistently across the school.

Commentary

91. Only one science lesson was seen in Years 1 and 2 but inspectors looked at samples of pupils' work. Two science lessons were seen in Years 3 to 6 as well as samples of pupils' work.
92. Pupils' attainment is above average overall by the end of Year 2. This is similar to the findings of the last inspection and is confirmed by teacher assessments made at the end of Year 2. However, when teacher assessments are compared with similar schools, the number of pupils achieving Level 2 or Level 3 is only average and, given pupils' good scientific skills when they leave the reception year, this indicates some underachievement for more capable pupils.
93. Pupils' attainment by the end of Year 6 has fallen since the last inspection and is now only in line with national averages. This is confirmed by national test results, with the number of pupils achieving the higher Level 5 being well below the national average. Test results for 2003, for which there is not yet any national comparative data, show a slight improvement,

with a similar number of pupils achieving Level 4 (91 per cent) but more pupils (31 per cent) achieving Level 5. This confirms inspection findings that pupils are now making satisfactory progress overall, although test data for 2002 indicates that this has not always been the case in the past, with progress for that year group being unsatisfactory. Test results for 2003 reverse the downward trend of the previous two years.

94. Overall, pupils' achievement is satisfactory. The school is successful in ensuring that most pupils, including those with special educational needs, reach the levels expected for their age, with these less capable pupils achieving well. However, the needs of more capable pupils are not always met in lessons and this leads to some underachievement for this group of pupils. There are no significant differences between the attainment and achievement of girls and boys or pupils from different backgrounds.
95. By the end of Year 2 and Year 6, pupils have a sound knowledge of basic scientific concepts. However, pupils lack confidence in applying their scientific knowledge to practical situations. Older pupils understand what is meant by a fair test and they measure accurately, using equipment such as thermometers and stopwatches. For example, pupils in Year 5 successfully carry out investigations to find out the effects of exercise on the body. More able pupils do not have a clear understanding of the difference between an observation, a conclusion and an explanation. Too often, their explanations merely describe what they can see, rather than using scientific knowledge to explain what has happened. Methods of recording findings are generally the same, whatever the ability of the pupil and this is a missed opportunity to extend the learning of more able pupils.
96. The quality of teaching is satisfactory overall, with one example of unsatisfactory teaching. The good use of resources, including ICT, and an interesting range of activities make teaching interesting and learning purposeful. This leads to pupils applying themselves well and showing enthusiasm for learning. For example, in a Year 6 lesson, pupils worked conscientiously on using the Internet to research different types of fish and to answer the questions that they had devised as part of their work on sea-life. Teachers expect and achieve high standards of behaviour. However, there is not always sufficient challenge for more capable pupils in lessons, with expectations for these pupils too low. Lesson planning does not clearly identify differentiation for pupils of differing ability. In the unsatisfactory lesson, the activity planned did not build sufficiently on previous learning and unclear explanations meant that pupils did not fully understand the purpose of the work that they had been given.
97. The school has satisfactory assessment procedures but the information gained from assessing learning is not always used effectively to help decide what needs to be taught next. The quality of marking is variable. When it is good, for example in Year 2, it gives pupils a clear indication of what they need to do to improve. However, this good practice is not consistent across the school. Reports to parents at the end of the academic year set targets for improvement but there is little evidence of these targets being fed into lesson planning.
98. Overall leadership and management of the subject are satisfactory. The recently appointed co-ordinator is enthusiastic and has a strong commitment to improving provision. She has begun to monitor provision by looking at teachers' planning and sampling pupils' work. This has helped to develop a clear understanding of the main priorities for development. However, there have been no opportunities for observing teachers in classes in order to monitor teaching and learning. This means that the co-ordinator does not yet have a full picture of the quality of learning across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are improving rapidly due to the good quality of teaching, with previous shortfalls in knowledge and skills being quickly remedied.
- The school is very well resourced with good use made of ICT suite to teach basic skills.
- Teachers make imaginative use of laptops in class to support learning in subjects such as science and English.
- The strong commitment of the headteacher has helped to inspire and motivate teachers, with improvements very well managed.
- There are good links with other local schools which have provided helpful advice and support in helping the development of the subject.
- There are some missed opportunities to use ICT resources in classrooms.

Commentary

99. Provision for information and communication technology was unsatisfactory at the time of the last inspection. Since then, there have been very good improvements in overall provision. There is now a well planned curriculum and high quality resources, including the ICT suite. These factors, coupled with improved teaching skills, mean that pupils are learning well and attainment is improving rapidly. Pupils' attainment is now in line with national expectations by the end of Year 2 and Year 6, with pupils making good progress in many lessons.
100. Pupils are now achieving well in relation to their prior learning. Throughout the school, pupils show sound basic skills. Younger pupils confidently log on to a program and they understand how to use the different icons on the computer screen. Word-processing skills are well developed, with a number of displays around the school showing how pupils have used different techniques such as changing the size, colour or style of text in order to make it attractive to an audience. Pupils use data handling confidently to present information. For example, pupils in Year 5 successfully prepared graphs in a science lesson, showing how their pulse rate changed after exercise. In Year 6, pupils successfully use the Internet to carry out research in subjects such as science and history. Older pupils successfully use ICT skills to prepare multi-media presentations to parents at the end of the academic year.
101. Pupils with special educational needs use ICT in lessons and work on tasks that are well matched to their needs. As a result, they acquire new skills quickly and they show good levels of competence in relation to their capability.
102. The quality of teaching is good. Teachers are enthusiastic and well organised, and have a good command of the subject. There are good new assessment procedures that make effective use of local authority software. This provides a clear picture of how well pupils are attaining. Teachers use this information carefully to plan work that meets differing needs, with pupils given good opportunities to explore and practise new skills. This helps to make sure that learning is secure. Teachers ensure that activities are purposeful, where possible linking their work in the ICT suite to other curriculum areas. For example, good links were made between ICT and art as pupils in Year 2 used an art program to draw pictures in the style of the artist that they were studying. Pupils respond well to teachers' high expectations of behaviour and work hard in lessons, showing positive attitudes towards their work. Teachers use a good range of teaching methods, ensuring that resources are used effectively. Especially good use is made of the school's laptop computers to ensure that groups of pupils can work together in lessons that take place outside the ICT suite.

103. Leadership of the subject is very good, with the headteacher having a very strong commitment to improving provision. After the last inspection, the headteacher took responsibility for co-ordinating the subject, establishing a clear vision to make ICT central to the work of the school. This vision was based on a very clear understanding of where there were weaknesses. Since the last inspection, there has been well-planned management of developments, including improvement of resources and provision of training opportunities for members of staff. These have had a good impact on pupils' learning. There is a good awareness of areas that require further development, for example monitoring the use of the recently introduced assessment procedures and giving the newly appointed co-ordinator opportunities to monitor the quality of teaching and learning by visiting classes.

Information and communication technology across the curriculum

104. Good use is made of ICT in different curriculum areas. This is facilitated by the very good number of laptop computers available in school, which means that a whole class, with pupils working in pairs, can use ICT in support of their work in lessons outside the ICT suite. Displays around school show to good effect the way that pupils have used their ICT skills to produce graphs, pie charts and tables based on mathematical surveys and to draw pictures using art programs or to word-process work in English, history and geography. However, whilst current cross-curricular links are good, there are still some missed opportunities to use ICT in lessons and there were occasions during the inspection when computers were not in use.

HUMANITIES

This curriculum area was not an area of focus for the inspection and only a limited range of evidence was sampled. There is insufficient evidence to make judgements on the quality of provision in history or geography.

Geography

105. No lessons were observed during the inspection. A scrutiny of pupils' work indicates that pupils' attainment is above national expectations by the end of Year 2, with achievement being good. There is insufficient evidence to form a judgement about attainment and achievement by the end of Year 6. There were no clear judgements about attainment at the time of the last inspection, although progress was satisfactory by the end of Year 2 and good by the end of Year 6.
106. Good teaching, a broad curriculum and interesting activities help all pupils, including those identified as having special educational needs, to learn quickly in geography in Year 2. In this year group, pupils carry out a thorough study into the differences between transport, physical features and life in their own town and an island community in Scotland. For example, they give good reasons for using tractors when travelling on the island.
107. There is a generous allocation of teaching staff for the subject, with pupils in Year 6 being taught by a teacher with no whole-class responsibility.
108. There has been an improvement in the opportunities for pupils to use their literacy skills since the last inspection, when there was an overuse of worksheets and too much undemanding colouring in. Pupils now write independently and make use of different ways of writing learned in literacy lessons. For example, in Year 5 pupils used bullet points to show key facts when learning about uses of water. Pupils use their numeracy skills appropriately. For example, pupils in Year 6 made a graph to show the types of communication received by the school by fax.

History

109. Pupils' attainment is above national expectations by the end of Year 2 and they make good progress in developing knowledge and understanding. There is insufficient evidence to form a judgement about attainment and achievement by the end of Year 6. Pupils in Year 2 are developing a good sense of chronology, can compare aspects of the past with their own lives and understand that some people from the past have had a big impact on life today. In Year 6, pupils make sensible deductions about the past from available evidence and develop an appropriate understanding of changes that occurred between the 1940s and the present day. There were no clear judgements made about pupils' attainment at the time of the last inspection, although progress was satisfactory throughout the school and weaknesses were identified in Years 1 and 2.
110. As at the time of the last inspection, teaching and learning are satisfactory overall. In the two lessons observed during the inspection, teaching was good in Year 2 and satisfactory in Year 6. In the good lesson, a game matching pairs of words such as 'germs', 'soldiers' and 'lamp' was used effectively to gain pupils' attention and promote discussion about what pupils knew about the life and work of Florence Nightingale. A full discussion showed that pupils had a good understanding of how conditions in hospitals have improved over time. Teachers have high expectations of how pupils should behave in lessons and plan some interesting activities that engage the pupils' interest successfully and enable them to concentrate well. There are good opportunities for pupils to develop their social skills. For example, at the start of a topic about the lives of Victorian children, pupils in Year 6 worked sensibly in small groups, sharing what they already knew before feeding back to the whole class. However, lesson planning does not always show clearly enough what pupils of differing prior attainment are expected to learn.
111. Teaching assistants and voluntary helpers make a valuable contribution towards pupils' learning by providing sensitive support and helping pupils to think about the significance of information collected.
112. Opportunities for pupils to develop their literacy skills are satisfactory. For example, pupils in Year 6 wrote good letters when imagining what life was like for children working as chimney sweeps. However, teachers provide insufficient opportunity for pupils to develop independence by carrying out research or deciding how to present what they have learned in different ways. This limits the progress of higher-attaining pupils in particular.
113. The progress of older pupils is hampered by the lack of a library and some shortages in resources. For example, when looking at Victorian clothing, two small photographs were shared around the class, slowing the pace of the discussion and causing some pupils to fidget. Resources were also unsatisfactory at the time of the last inspection and have not been improved sufficiently since then.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This curriculum area was not an area of focus for the inspection and only a limited range of evidence was sampled. There is insufficient evidence to make an overall judgement on the quality of provision, on pupils' attainment or the quality of teaching.

Design and technology

114. No lessons were seen during the inspection. There is insufficient evidence to make an overall judgement on pupils' attainment and achievement or the quality of teaching. A scrutiny of work and discussion with the co-ordinator indicate that standards are in line with national expectations. There is clear evidence of pupils being given the opportunity to design and make. Pupils in Year 6 make good quality bird-boxes and these are in use in the school grounds. They also design and make slippers and use digital photographs to record the

outcomes. In Year 5, pupils study and make musical instruments and bread. Pupils in Year 2 develop their skills through puppet making and designing moving vehicles.

Art and design

115. Three art and design lessons were seen during the inspection. One lesson in Year 5 was very good when the children were introduced to the techniques they would use in a still life drawing. The teacher challenged the pupils in the accuracy of their drawing and this led to the pupils being highly motivated and keen to succeed. They sustained concentration to produce work of a good standard. In Year 2, pupils were observed using their skills in an ICT lesson to produce work in the style of the artist Piet Mondrian. These pupils were able to give their opinions of this artist's work and evaluate their own creations.
116. The standard of work displayed in classrooms and around the school is good, showing a variety of media used, including textiles, collage, printing, pastels, charcoal and paint. There is scope, however, for this work to be less teacher-directed.

Music

117. No class lessons were timetabled during the inspection. However, discussions with pupils in Year 6 as well as younger pupils indicate that they enjoy their lessons and they have a basic understanding of music vocabulary such as beat and pitch. More limited is their knowledge of composers and the range of musical styles. None of the pupils could name a classical composer.
118. Singing in assembly is tuneful and all children participate well. Throughout the school, children in both key stages have opportunities to perform in concerts held for audiences inside and outside the school. Instrumental tuition is provided in violin and guitar.

Physical education

119. Three lessons were observed during the inspection. In the lessons seen, teachers' planning did not sufficiently show the gains expected in learning as a result of the lesson. In an unsatisfactory Year 6 lesson, this contributed to some pupils behaving inappropriately when outside on the school field.
120. Levels of skills observed in the lessons varied. In a Year 1 lesson, pupils made good use of the hall space but were less adept at putting together a sequence of movements involving a roll and a slide as required by their teacher. Some underachievement was observed in all lessons involving pupils in Years 3 and 6.
121. The school plans for a varied PE curriculum, including swimming. The school provides a good range of extra-curricular sporting activities. These are well attended.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

122. Insufficient work was sampled in personal, social and health education (PSHE) to make an overall judgement on the standards of attainment. Many aspects of the subject are taught through religious education lessons, which were inspected as part of the Section 23 inspection. This will be reported separately.
123. There are good opportunities for pupils to learn to develop personal and social skills through a range of activities, including lessons, visits and visitors that together make up a good curriculum. There is good coverage of sex education and issues relating to substance abuse in science lessons. Teachers constantly reinforce personal and social skills in the way that

they deal with problems and give pupils opportunities to talk about issues that concern them. Good quality displays around school help pupils to understand that their views are valued and to develop an understanding of topical events.

124. Although the school does not timetable specific citizenship lessons, pupils are given good opportunities to learn about some of the responsibilities and duties of citizens. The school council meets weekly and is effective in teaching pupils about the workings of a democratic organisation. Pupils understand that the idea of the school council is to *'meet and share ideas'* and they feel that this gives them a voice in the school community. Pupils in Year 6 are able to become prefects. They have to apply for the role by writing a letter of application and taking part in an interview. This helps them to appreciate how large organisations work.
125. Pupils take the various responsibilities that they are given very seriously. They are keen not to *'let anyone down'* and they show good attitudes when taking part in school-based activities.
126. The school won a 'Healthy School' award in 2003, reflecting the emphasis the school has placed on ensuring that pupils develop good values and leave school well prepared for their later experiences in life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

