

INSPECTION REPORT

ST. RICHARD'S RC PRIMARY SCHOOL

Atherton

LEA area: Wigan

Unique reference number: 106498

Headteacher: Mr Paul Brierley

Reporting inspector: Mr Michael Best
10413

Dates of inspection: 7th – 10th February 2000

Inspection number: 182059

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Flapper Fold Lane Atherton Manchester
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Margaret Hurley
Date of previous inspection:	25 th – 28 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Best	Registered inspector	Science Information technology Music	Standards Teaching and learning Leadership and management
Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils Partnership with parents
Trudy Cotton	Team inspector	English Under fives Geography History Special educational needs	
Rosemary Saul	Team inspector	Mathematics Art Physical education Equal opportunities	Curricular and other opportunities

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Richard's is a Roman Catholic Aided Primary school serving an established, mixed residential area on the north side of Atherton in the Metropolitan Borough of Wigan. Unemployment has fallen in recent years, although it is still above the national average. An increasing number of pupils at the school come from the nearby social housing estate. There are 231 pupils on roll, 126 girls and 105 boys, aged between four and 11 years of age. All pupils attend on a full-time basis. The school is of average size to other primary schools. The attainment of pupils on entry is similar to that found nationally but the range is wide. Thirteen per cent of pupils are eligible for free school meals, which is close to the national average; however, this proportion varies between year groups. At the time of the inspection no pupils came from minority ethnic backgrounds and all had English as their first language although the school was preparing to receive two refugee pupils from Eastern Europe. Thirty-two pupils (14 per cent) are on the school's register of special educational need, which is below the national average. The school has been identified in the Archdiocese of Liverpool as a "focus school" for pupils with special educational needs. Two-thirds of pupils on the register are on Stages 3 and above of the Code of Practice, with seven statemented pupils¹. This is significantly above the national average. Of those pupils at Stages 3 and above, the majority have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

St. Richard's is an effective school with a strong, caring Christian ethos where pupils are loved and valued as individuals. This contributes significantly to their very good social development and to their willingness to learn. Standards are close to, or slightly above, the national averages at the end of both key stages. Leadership and management are satisfactory. The governing body, headteacher, teaching and non-teaching staff work well together in order to identify ways in which standards can be improved. The quality of teaching is satisfactory overall with much good practice but some unsatisfactory teaching. The school's capacity for further improvement is satisfactory. The school provides sound value for money.

What the school does well

- Standards in speaking and listening are good throughout the school; pupils are confident and attentive.
- Teaching is consistently good in the under fives and at the end of both key stages.
- Pupils are highly motivated and confident in their own capacity to learn, particularly in mathematics.
- Provision for pupils' social development is very good; that for moral and spiritual development is good.
- The school's provision for pupils with statements of special educational need is very good and they are fully integrated into the everyday life and work of the school.
- The headteacher is well regarded and successfully promotes the school's aims and values, particularly a sense of fair play, self-esteem and regard for others.

What could be improved

- The quality of teaching, learning and pupils' behaviour is unsatisfactory in a high proportion of lessons in Year 3.
- The progress made by pupils is uneven as they move through the school.
- Teachers do not consistently plan for pupils who learn at different rates, particularly those who have difficulties with reading, writing and number work.
- Information from the headteacher's monitoring of the work of the school, particularly teaching and learning, is not being used well enough to share good practice or address weaknesses in order to improve standards.
- Handwriting and spelling are not systematically taught in some classes in Key Stage 2.

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

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues raised in the last inspection in March 1996. Improvement in the quality of curriculum guidance, the use of assessment information and overall lesson planning has been supported by the introduction of the National Literacy and Numeracy Strategies. The best examples of teachers' planning are of a very high standard but inconsistencies are still evident in others. The roles and responsibilities of curriculum co-ordinators and the key stage co-ordinators have been clarified. School policies and procedures have been formalised. A school improvement plan, linked closely to the budget, has been put in place and an action plan devised to assist the monitoring and evaluation of the progress being made towards the achievement of the school's priorities. The school has successfully addressed the issue of rewards and sanctions for pupils. Although not raised as a key issue, the school has successfully addressed the weaknesses reported in information technology. Standards in physical education at Key Stage 1 have risen.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	D	D	well above average A above average B average C below average D well below average E
Mathematics	B	A	C	C	
Science	C	B	D	D	

The table above indicates that in the 1999 National Curriculum tests at the end of Key Stage 2 pupils' results were below the national average in English and science and similar to the national average in mathematics. Compared with similar schools pupils' results are below average in English and science and similar to the average in mathematics. It must be remembered that the school is a "focus school" for pupils with special educational needs; in this particular year group a third of the pupils were on the school's register of special educational need. In addition, the school reports that a higher than average number of pupils in this particular year group were in receipt of free school meals; taking this particular information into account pupils' results would be similar to the average for similar schools in English and science and above the average for similar schools in mathematics. Over time, pupils' results are broadly in line with national trends. The school's targets for pupils currently in Year 6 are suitably challenging.

In the 1999 National curriculum tests at the end of Key Stage 1 pupils' results were above the national average in reading and similar to the national averages in writing and mathematics. Compared with similar schools pupils' results were above average in reading, similar to the average in writing and below average in mathematics. In the teacher assessment of science pupils' results were well above the national average. Children under five make good progress overall. By the age of five the majority of children achieve above the expected levels in their personal and social education, language and literacy and mathematics. In their knowledge and understanding of the world, creative development and physical development they achieve the expected levels by the age of five. Scrutiny of pupils' work and lesson observations during the inspection indicates that at the end of both key stages standards are just above the national average in English and science and close to the national average in mathematics.

However, inspection findings show that although pupils make good progress in Reception, Year 2 and Year 6, the pace of progress is not maintained as pupils move through the school. Achievement is unsatisfactory at the beginning of Key Stage 2 and the ongoing impact of this is evident throughout the key stage. Neither spelling nor handwriting is systematically taught and developed in Years 3, 4 and 5; as a result, standards of presentation and handwriting are below that expected for pupils in these year groups. In information technology standards are similar to those expected at the end of both key stages. Pupils are achieving well. They make good progress and standards are rising.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils' attitudes to school are very good in all year groups except Year 3 where they are only satisfactory. The vast majority of pupils enjoy coming to school. They value the safe, secure and family atmosphere of the school. Older pupils in particular are successfully encouraged to take responsibility for their own actions and learning.
Behaviour, in and out of classrooms	Good overall. Behaviour is very good in all year groups except Year 3 where it is often unsatisfactory.
Personal development and relationships	Good overall. Relationships and personal development are very good in the majority of year groups but only satisfactory in Year 3.
Attendance	Pupils arrive on time for school and attendance is above the national average.

TEACHING AND LEARNING

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

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

In 94 per cent of lessons observed during the inspection the quality of teaching is satisfactory or better. Teaching is good in 47 per cent of lessons, very good in seven per cent and excellent in two per cent of lessons. Teaching is unsatisfactory in six per cent of lessons, all of these in the same year group. No poor or very poor lessons were seen. Teaching is satisfactory in English and good in mathematics. Literacy and numeracy skills are soundly taught.

Teaching is good in the under fives. The vast majority of lessons are good and some are very good. Particular features of the teaching in this age group are the clear planning of well-chosen activities and the encouragement given to children to "have a go", make choices and decisions. At Key Stage 1 teaching is also good; two-thirds of lessons are good or very good and there is no unsatisfactory teaching. Strengths at this key stage include clear learning objectives and a varied selection of activities and teaching strategies that enthuse and interest pupils.

At Key Stage 2 teaching is satisfactory. It is good in nearly half the lessons observed with some very good and excellent teaching observed. Strengths at this key stage include good subject knowledge, high expectations of what pupils can do coupled with the setting of problems that inspire and challenge pupils to achieve well. However, teaching is unsatisfactory in one in eight lessons seen at this key stage. In these lessons pupils have little opportunity to contribute to discussions or ask questions; they are not achieving the standards they are capable of and their behaviour is unsatisfactory.

Throughout the school the provision made for pupils at Stage 3 and above of the special educational needs Code of Practice is good and enables them to make very good progress. The provision for pupils on Stages 1 and 2 is less consistent and their progress is sometimes less than expected. This is because not all teachers make the best use of assessment information to plan for the differing needs of their pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, balanced and relevant curriculum for children under five and pupils at both key stages. Appropriate provision is made for pupils' personal, social and health education, including sex education.
Provision for pupils with special educational needs	Satisfactory overall. Very good provision is made for pupils with statements of special educational need and they make good progress. The curriculum for pupils on Stage 3 and above of the Code of Practice is good. Provision for pupils at Stages 1 and 2 is variable; their progress is less than expected. Special needs support staff have good expertise and give pupils high quality support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good; it is underpinned by the school's high expectations of pupils' behaviour and relations with others. Provision for pupils' spiritual and moral development is good. Provision for their cultural development is satisfactory; curriculum work makes an important contribution to this but insufficient attention is paid to planning for preparing pupils for life in contemporary British society.
How well the school cares for its pupils	Good procedures are in place for child protection and for ensuring pupils' welfare. Unsatisfactory use is made of the information about how well pupils are learning to help teachers plan for the next stage of their learning. The school has strong links with parents. They hold the school in high regard and express confidence the provision it makes for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is highly committed to the school, its pupils and staff, and the community. He is well supported by senior staff. They share a purposeful vision for the educational direction and development of the school.
How well the governors fulfil their responsibilities	Good. The governing body is highly committed and has a good understanding of the school's strengths and weaknesses. With some minor exceptions all statutory requirements are met.
The school's evaluation of its performance	There are both strengths and weaknesses in the ways in which the school finds out how well it is doing. Good practice is not effectively shared with all those involved in the life of the school and shortcomings are not always decisively addressed.
The strategic use of resources	Staffing, accommodation and learning resources are satisfactory. Overall, appropriate use is made of the accommodation. Learning resources are well used. There is a good number of teaching and non-teaching support staff but their deployment does not always meet the learning needs of pupils who learn at different rates. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Ninety-three parents (40 per cent) returned Ofsted questionnaires and 18 attended a meeting with the registered inspector. A number of parents spoke to inspectors during the inspection week.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are proud of the family atmosphere of the school.• They like the school's high expectations for pupils' behaviour.• The good relationships between adults and children.• The amount of homework provided.• Parents feel entirely confident in the school's provision for their children.	<ul style="list-style-type: none">• More formal meetings to discuss pupils' progress.• A greater range of extra-curricular activities.

The vast majority of parents are very pleased with what the school provides for their children. The findings of the inspection support their positive views. The school holds two formal parents' meetings each year but parents are welcome to see teachers at any time. A good range of extra-curricular activities is provided during the course of the year; older pupils mainly support these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the report of the last inspection, conducted in March 1996, standards in both key stages were reported to be similar to national expectations in English, mathematics and science and in art, design and technology, geography, history and music. Standards were below national expectations in information technology in both key stages and in physical education in Key Stage 1. Standards were similar to national expectations in physical education in Key Stage 2. In music and history in both key stages many pupils achieved above that expected nationally but in Key Stage 2 pupils' extended writing skills were under developed.
2. Overall, the attainment of children on entry to the school is broadly similar to that found in the majority of schools. The school uses the local educational authority's baseline assessment procedures. These show that on entry standards in speaking and listening are above average and social skills are generally good. However, the range of attainment is wide and it varies from year to year as the school draws different proportions of pupils from contrasting areas in the parish and beyond. In addition, the school is a "focus school" within the Archdiocese of Liverpool for children with special educational needs and a far higher than average number of pupils have statements of special educational need.
3. In the 1999 National Curriculum statutory tests at the end of Key Stage 1² the number of pupils reaching the expected standards for their age was above the national average in reading and close to the national averages in writing and mathematics. In speaking and listening and in science the numbers of pupils assessed by their teachers as reaching the expected standards were well above the national average. The number of pupils gaining the higher levels in the tests was close to that found nationally in writing and mathematics; in speaking and listening, and reading the number of pupils gaining higher levels was well above the national average but below the national average in science. Compared with similar schools pupils' results in 1999 were above average in reading, close to the average in writing and below average in mathematics. Teacher assessments in reading, writing and mathematics were broadly similar to the test results but overestimated the numbers of pupils gaining the higher levels in each subject.
4. In the 1999 National Curriculum statutory tests at the end of Key Stage 2³ the number of pupils reaching the expected standards for their age was similar to the national average in mathematics and science but just below the national average English. The number of pupils gaining the higher levels was below those found nationally in English and science and close to the national average in mathematics. Compared with similar schools pupils' results in 1999 were close to the average in mathematics and below the average in English and science. Teacher assessments were broadly similar to the test results; pupils' overall performance in mathematics was slightly underestimated and the number of pupils gaining the higher level in English overestimated.
5. In making an analysis of National Curriculum test results since the last inspection it must be borne in mind that the size of each year group and the higher than average number of pupils with statements of special educational need reduces the reliability of such year-on-year comparisons. At Key Stage 1 results have been broadly maintained at the same

² By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those pupils who achieve Level 3 are therefore attaining above nationally expected levels and those who achieve Level 1 are attaining below nationally expected levels.

³ By the end of Key Stage 2 pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

level. At Key Stage 2 the overall trend has been broadly in line with the national trend but there have been marked variations from year to year. For example in 1998 in comparison with all schools pupils' results at the end of Key Stage 2 were well above the national averages in English and mathematics and above the national average in science.

6. The school attributes these trends and variations, in part, to changes in the social profile of year groups, the mobility of pupils and an imbalance between the numbers of boys and girls. These factors are particularly evident in the group of 24 boys and 13 girls who took the Key Stage 2 tests in 1999; the school's records show that a number of pupils who took Key Stage 1 National Curriculum tests in 1995 moved out of the area during the course of Key Stage 2. It has also been the school's policy for all end –of key stage pupils to be assessed including those who, due to their special educational needs, may otherwise not be required to take the tests. These factors need to be taken into account when making comparisons with national averages and with similar schools.
7. Scrutiny of pupils' work and lesson observations during the inspection indicates that at the end of both key stages standards are just above the national average in English and science and close to the national average in mathematics. The school's explanation for the year-on-year changes in results is supported by evidence from the inspection. However, inspection findings show that although pupils make good progress in Reception, Year 2 and Year 6, the pace of progress is not evenly maintained as pupils move through the school. Achievement is unsatisfactory at the beginning of Key Stage 2 and the ongoing impact of this is evident in subsequent years. This is adversely affecting the standards pupils achieve.
8. Children under five make good progress. By the age of five the majority of children achieve above the expected levels in their personal and social education, language and literacy and mathematics. In their knowledge and understanding of the world, creative development and physical development they achieve the expected levels by the age of five. Children who are not yet five are well on target to achieve similar standards to those who are already five. In lessons the high quality of teaching enables children in the reception class to make very good progress in their personal and social development and good progress in language and literacy, mathematics, and in the development of their knowledge and understanding of the world. The children listen attentively, take turns and show initiative; they can sort and match objects, are kind to each other and show respect for living things. They successfully study their local environment and the wider world. Children make satisfactory progress in their creative development and physical development; opportunities to develop learning and support creativity through play are missed and there is no provision for outdoor experiences with large equipment. A contributory factor is the lack of full-time nursery nurse support.
9. At the end of Key Stage 1 standards in speaking and listening are above average. Pupils listen very well and are confident in speaking to adults. Standards in reading are above average. Pupils read accurately and with fluency. In writing standards are close to the average but the amount of personal writing in English and other subjects is still less than is expected at this age. Standards in literacy are average in Key Stage 1. Pupils make good progress in speaking and listening, gaining confidence in speaking and accuracy in listening. They enjoy reading a range of texts and make satisfactory and often good progress, especially at the end of the key stage.
10. At the end of Key Stage 2 standards in speaking and listening are above average. However, not all teachers in the key stage make sufficient provision in lessons for discussions. Opportunities for increasing pupils' vocabulary and questioning skills are few and far between at the beginning of the key stage. As a result, although satisfactory overall, progress varies from unsatisfactory to good.

11. Standards in literacy are average overall in Key Stage 2. Standards in reading at the end of Key Stage 2 are just above the national average for this age group. Many pupils in Year 6 read with good expression and depth of meaning. However, progress through the key stage is uneven; whilst it is satisfactory overall, it is the good progress in Year 6 which balances the unsatisfactory progress evident at the beginning of the key stage. Although pupils in the key stage show a growing interest in different types of books, few compare the styles of different authors. One contributory factor to this is that the school has yet to implement fully the guided reading component of the National Literacy Strategy. Although opportunities for pupils to acquire independent research and study skills vary as they move through the school, Year 6 pupils can successfully retrieve information from reference books and from computer programmes such as 'Encarta'.
12. Standards in writing are average at the end of the Key Stage 2 but progress is uneven as pupils move through it. Progress in the development of grammar and comprehension is satisfactory overall. However, neither spelling nor handwriting is systematically taught in Years 3, 4 and 5; standards of presentation and handwriting are below that expected for pupils in these year groups. In Year 6 progress accelerates and pupils' work shows an increasing range of style and purpose; the standard of presentation is satisfactory and often good.
13. Standards in mathematics are similar to those found nationally at the end of both key stages. At Key Stage 1 progress is satisfactory. At Key Stage 2 progress, whilst satisfactory overall, is uneven. Although Year 3 pupils are consolidating and developing a range of mental strategies to help them to solve simple problems, their overall achievement in mathematics is unsatisfactory as the progress they make over time is too slow. Standards of presentation are low; pupils' work is often untidy and carelessly presented and they show little pride in what they do. Presentation improves in subsequent years in the key stage.
14. Standards in numeracy are average; pupils' skills are being effectively developed. Pupils are starting to develop speed and accuracy in the "short-burst" mental mathematics activities. At the end of Key Stage 2 pupils are able to carry out mental calculations with confidence. Pupils have a sound understanding of the principles of number, for example, the use of decimals, percentages and fractions. The higher achieving pupils in this key stage can apply a range of strategies to solve various types of problems.
15. In science pupils at the end of Key Stage 1 have a good understanding of the contribution electricity and electrical goods make to our daily lives. They are keen to ask questions and share their knowledge and understanding with others. They can successfully name the components in a circuit and the majority are able to accurately draw a simple diagram to illustrate this. Pupils in Year 6 are successfully developing an understanding of photosynthesis. Pupils understand the importance of conducting a controlled experiment. The strong emphasis across the science programmes of study on learning through investigative and experimental work at the end of this key stage is successfully raising standards.
16. In information technology standards are similar to those expected at the end of both key stages. Pupils are achieving well. They make good progress and standards are rising. The recent establishment of a new, purpose equipped computer suite has enabled the school to address the low standards reported at the time of the last inspection. Skill-based lessons are successfully raising pupils' competencies and providing them with a growing range of information and communication technology skills. These are being soundly used across the curriculum for word-processing in English, information searches in history and geography, handling mathematical data, creative art and composing music. Pupils are just starting to access the Internet and use electronic mail at school although some are quite conversant with this at home.

17. The school has reviewed its provision in the foundation subjects in the light of the temporary relaxation of the National Curriculum statutory orders; achievement is satisfactory for the majority of pupils in these subjects. By the end of Key Stage 2 the school reports that the majority of pupils meet the requirements of the National Curriculum in swimming. The unsatisfactory achievement in physical education at Key Stage 1 reported at the time of the last inspection has been addressed and standards are now satisfactory.
18. Pupils with statements of special educational needs and those who are at the stages of the Code of Practice where outside agencies are involved in their provision have clear individual learning plans that are effectively targeted to meet their individual needs. They achieve well. Good support is provided for these pupils and this enables the majority to make good progress towards the targets set for them. The provision for pupils on the lower stages of the Code of Practice is less effective. Pupils make better progress when they are working in small groups on suitable tasks. While the school acknowledges the individual needs of pupils, teachers do not consistently plan for pupils who learn at different rates, especially those who have difficulties with reading, writing and number work. The provision for talented pupils in mathematics in Key Stage 2 is good.
19. Analysis of statutory test results indicates that boys have attained higher scores than girls over time at the ends of both key stages. Lesson observations and scrutiny of pupils' work during the inspection did not reveal any significant differences in the achievement of boys and girls. However, there are uneven proportions of boys and girls in year groups. At present there are 20 per cent more girls than boys in the school. In last year's Year 6 there were 24 boys and 13 girls. Another explanation is the higher proportion of pupils with statements of special education need in the school than is found nationally.
20. The school tracks pupils' progress from Reception to Key Stage 1 to Key Stage 2 by simple analysis of baseline information and National Curriculum statutory test results. The school as a whole has yet to analyse these and other test results more closely in order to set targets although individual teachers make effective use of such information. In conjunction with the local education authority the school has set targets for improvement in English and mathematics at the end of Key Stage 2. The targets set in English and mathematics for the present Year 6 are suitably challenging.

Pupils' attitudes, values and personal development

21. The high standard of pupils' attitudes to their work found at the time of the previous inspection has been maintained. This has had a positive impact on the quality of learning and standards of behaviour achieved.
22. Pupils' attitudes to school life and to their learning are good. They enjoy coming to school and are committed to their work. The vast majority of pupils respond very well and show an interest in the activities provided, sustaining good levels of concentration. This was seen in a Year 4 class taking part in a music lesson using percussion instruments after the style of African folk music. They are eager to share their ideas with each other, listen carefully to their teachers and are generally enthusiastic about their work, for example, when the reception class were investigating ice balloons. The exception to this is at the beginning of Key Stage 2 where pupils' attitudes are only satisfactory; this reflects their response to shortcomings in the quality of the teaching they receive.
23. Parents express very strong agreement with the positive attitudes and values promoted by the school. Pupils confirm this; they are keen to come to school and say that they value its safe, secure and family atmosphere.

24. Pupils are polite and friendly. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. The school has high expectations of pupils' behaviour. Parents are very pleased about this. There have been no exclusions in the last reporting year. The standard of behaviour in classrooms and in the playground is good. It is very good and promotes good learning in all classes except Year 3 where it is unsatisfactory. Pupils develop personal and social skills well and are clearly motivated by the rewards such as bookmarks awarded for hard work, good behaviour and effort. Parents and pupils agree that bullying is not an issue in the school.
25. During the inspection much evidence was seen of the good relationships between pupils, particularly the care and consideration shown to younger pupils and those with special needs. Relationships between pupils and adults in the school are good overall. In the majority of classes they are very good. Pupils willingly accept responsibilities when given the opportunities and enjoy helping with the routines of class and school such as assisting with setting up for whole school collective worship, litter picking and helping in the library. Older pupils demonstrate good levels of independence and initiative, for example, those working on the Year 5 mathematics challenge. Also pupils are able to use the library and computers to assist with their work, after seeking teachers' permission, at lunchtimes.
26. The levels of attendance are above average and punctuality is good allowing most sessions to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

27. Taking all the available evidence into account the quality of teaching is satisfactory. In 94 per cent of lessons observed during the inspection the quality of teaching is satisfactory or better. Teaching is good in 47 per cent of lessons, very good in seven per cent and excellent in two per cent of lessons. Teaching is unsatisfactory in six per cent of lessons, all of these in the same year group. No poor or very poor lessons were seen. These statistics are similar to those found nationally by Her Majesty's Chief Inspector of Schools.
28. Teaching is good in the under fives. The vast majority of lessons are good and some are very good. Particular features of the teaching in this age group are the clear planning of well-chosen activities and the encouragement given to children to "have a go", make choices and decisions. At Key Stage 1 teaching is also good; two-thirds of lessons are good or very good and there is no unsatisfactory teaching. Strengths at this key stage include clear learning objectives and a varied selection of activities and teaching strategies that enthuse and interest pupils. At Key Stage 2 teaching is satisfactory. It is good in nearly half the lessons observed with some very good and excellent teaching observed. Strengths at this key stage include good subject knowledge and high expectations of what pupils can do coupled with the setting of problems that inspire and challenge pupils to achieve well. However, teaching is unsatisfactory in one in eight lessons seen in this key stage.
29. Inspection findings indicate a close match between the quality of teaching and learning in the school. In the best lessons learning outcomes are clearly identified in planning and these are shared with pupils at the outset. Teachers build effectively on pupils' previous learning. As seen in information technology lessons at both key stages pupils are interested in the tasks set for them and they apply themselves well, making good use of the time available and working closely together. As observed in a Year 6 Literacy lesson they ask questions of each other and of the teacher and make suggestions as to how learning can be developed. When, for example, discussing Helen of Troy or when tackling

mathematical challenges pupils demonstrate that they can shape hypotheses and reflect on what they have learnt.

30. Pupils, particularly those with statements of special educational need, have the confidence to try things for themselves without worrying if they get the wrong answer. One teacher encouraged her class to tackle a difficult problem by saying *"Mistakes happen when your brain doesn't know what to do – you have to think about this carefully"*. Children in the under fives class are given every opportunity to develop their thinking, try out different ideas and interpret what they are learning in their own words; they enjoy being challenged and this is helping them to achieve the above expected standards by the age of five.
31. In a significant number of lessons, all at the start of Key Stage 2, teaching is unsatisfactory. In these the teacher speaks almost constantly and pupils have little or no opportunity to discuss and reflect on what is being said. For the majority of pupils the challenge is inappropriate to their needs and they rapidly lose interest. Pupils are not encouraged by the teacher to aim for higher standards. The pace of learning is slow. Pupils are not achieving the standards they are capable of; the standard of presentation of their work is poor. Although these lessons have a planned structure, there is little progressive development of skills.
32. Since the last inspection the school has put in place effective procedures for monitoring teaching and learning by curriculum co-ordinators and reporting this to the senior management team and governing body. However, the day-to-day monitoring by the headteacher is too informal. It is neither systematic nor rigorous enough to clearly identify strengths and weaknesses in teaching and learning or to ensure that all pupils make the best possible progress as they move through the school. There is good practice in the school that is not being sufficiently celebrated and shared. Likewise, there are weaknesses that are not being decisively addressed. This is a weakness.
33. In the core subjects teaching is good in the under-fives and in mathematics and information technology at both key stages. It is satisfactory in English and science. There were only limited opportunities to observe lessons in the foundation subjects and it is not possible to make judgements about teaching and learning in geography or design and technology. On the basis of the limited evidence available teaching is good in history and music, in art it is good at Key Stage 1 but unsatisfactory at Key Stage 2 and in physical education it is satisfactory.
34. At the time of the last inspection both teaching and learning were reported to be sound throughout the school. Teachers' short-term planning has improved; there is greater emphasis on identifying learning objectives and pupils are now more aware of what they are expected to learn. There are more opportunities for pupils to develop independent learning skills, particularly in the better lessons. The provision for pupils at Stage 3 and above on the special educational needs Code of Practice is of a high standard, allowing them to succeed well in their learning. However, the provision for pupils who have difficulties with reading, writing and number work still does not consistently meet their needs and the quality of their learning is not as high as it could be. The monitoring of teaching and learning has not been rigorous enough to identify and eradicate these shortcomings.
35. Examples of very good and excellent teaching were seen in lessons in literacy, science, history and in the under fives. In these lessons teachers' subject knowledge is good and they clearly identify and share learning outcomes. Pupils' prior knowledge and understanding form the basis of planning and skills are systematically developed. Pupils are given challenging tasks that successfully engage their interest and enthusiasm and provide them with opportunities to collaborate and co-operate in learning. In literacy and science lessons seen in Year 6 pupils build on previously acquired skills and make significant gains in understanding. In the history in Year 2 the teacher's use of role-play to

take the class back to a wash day in a Victorian household brought learning alive for the pupils as they handled and tried out the dolly, mangle and wash tub.

36. Where teaching is good instructions are clear and steps in learning are carefully planned. Learning proceeds at a good pace and opportunities are taken for pupils to share and discuss their work. This is a regular feature of teaching in the under fives and is also seen, for example, in information technology, mathematics and music at Key Stage 2 and in art and science in Key Stage 1. In these lessons tasks are interesting, well matched to the skills being taught and successful in capturing the pupils' interest and enthusiasm. Good use is made of the concluding session of the lesson to focus on what has been achieved. This was particularly evident in a Year 5 science lesson where pupils' newly developed knowledge and understanding about circuits was related back to the learning objectives. Good use praise and encouragement, together with constructive comments on marked work, help pupils to advance their learning.
37. Basic skills are well taught in the under fives and at Key Stage 1. At Key Stage 2 the teaching of basic skills is satisfactory overall. It is unsatisfactory at the beginning of the key stage and this presents teachers in older classes with many challenges, especially as the gaps in pupils' knowledge and understanding are not always apparent. However, these challenges are successfully met and the gaps are effectively filled. The National Numeracy Strategy is being implemented well. The majority of teachers are developing their use of well-focused questions and introductory sessions are briskly undertaken. The National Literacy Strategy is being implemented but as yet is not fully in place. The shared reading and writing sessions are successfully established and the concluding sessions are being used with increasing effectiveness. However, the school has yet to firmly establish the guided reading and writing work and this is impacting on the quality of learning.
38. Teachers' subject knowledge and understanding are good. Many teachers have specialist knowledge of a particular subject and this is used appropriately, for example, in music and information technology. Particular expertise by teaching and special needs support staff makes a significant contribution to the achievement and progress of pupils with special educational needs.
39. The school has agreed formats for teachers' medium and short term planning. Medium term plans do not consistently inform teachers as to how pupils' practical and thinking skills are to be progressively developed. In addition, references to the appropriate National Curriculum programmes of study are not always clear. Teachers' short term planning is effective in the under fives and at Key Stage 1. Although there is some very effective planning evident in Year 6, teachers' planning in Key Stage 2 is not as effective as it could be. Although teachers are encouraged to identify learning objectives for each lesson and to share them with the pupils, the practice is inconsistent. On occasions, objectives focus on teaching rather than learning. The best learning objectives seen during the inspection were firmly rooted in assessment information and focussed clearly on what gains pupils would make in skills, knowledge and understanding. These resulted in the most effective teaching and learning.
40. Teachers' knowledge and expectations of what children under five know and can do are consistently good and this is making an important contribution to their achievement. At both key stages this is more variable both between subjects as well as between classes. It is better at the end of the key stages. Neither higher achieving pupils nor those who have some difficulty with reading, writing and number work are consistently challenged by their class work. A contributory factor to this is that teachers do not use assessment information effectively to determine learning outcomes for those who learn at different rates. In the best practice the available information is well used, planning is thorough and pupils who learn at different rates are well catered for. In these lessons tasks are challenging but achievable and pupils' intellectual, physical and creative effort are well stretched. The

progress in learning made by pupils in these lessons is good because teachers have a good grasp of what they can achieve. This is evident in many lessons in the under fives and, for example, in the work being undertaken by the higher achieving mathematicians in Year 5.

41. Where tasks are either too easy or too difficult the intellectual challenge for pupils is unsatisfactory and standards of both learning and behaviour fall quickly, as seen in a number of lessons in Year 3. Where day-to-day assessment is consistently well used as, for example, in Year 6 and with the small groups of pupils withdrawn for additional special needs support it successfully informs the next stage of pupils' learning and helps to raise standards. The quality of marking varies from very good to poor; overall it is unsatisfactory as much of it fails to inform pupils how they can improve the standard of their work. Pupils' own knowledge of their learning is often limited; this is particularly true of pupils who have difficulties with reading, writing and number work.. Where teachers make detailed comments when marking pupils' work as evident in Year 6 pupils say they know how they can improve their work.
42. Children under five are very well managed; this is a strength of the school's provision because it provides a well organised and effective working environment where the children are able to work productively and at a good pace, successfully maintaining their interest and concentration. At Key Stage 1 the management of pupils is good and this has a sound impact on their learning.
43. At Key Stage 2 the management of pupils is satisfactory overall. A number of pupils have behavioural difficulties. The targets they are set for improvement are realistic but in a number of lessons the management of these pupils is not effective and the pace of learning for the whole class is reduced. That said, in other lessons at this key stage the management of pupils is first class because the pupils know exactly what is expected of them. The purposeful working atmosphere established in lessons is the direct result of clear direction, well-organised activities and the insistence on proper work habits. This is a key factor in raising standards at the end of the key stage.
44. Teachers of the under fives and at Key Stage 1 use a good range of teaching strategies. At Key Stage 2 this is more variable although satisfactory overall. In the most successful lessons, especially in numeracy, introductions set a brisk pace and concluding sessions are well used to bring together teaching points and to assess pupils' grasp of the skills they have been taught. Where one method is used exclusively the pace of the lesson is slower, instructions lack clarity and pupils are not sufficiently challenged; as seen in Year 3 the quality of learning suffers as pupils quickly lose interest. Children under five and when given the opportunity pupils at both key stages collaborate well in the learning process and co-operate readily with each other in the practical tasks they are set. They enjoy taking responsibility for their own learning. These skills are being successfully developed in information technology throughout the school, in particular in activities for the under fives and, for example, in science lessons in Year 5.
45. In the majority of lessons time is well managed, support staff appropriately deployed and learning resources effectively and efficiently used. However, in some lessons the use of support staff is not sufficiently well planned to make the best use of the time and expertise available. A weakness is in the under fives where in the absence of the nursery nurse or a number of sessions the scope of creative and physical activities is curtailed.
46. Information technology skills are being successfully developed and introduced across the curriculum. At present, most opportunities to use information and communication technology take place within timetabled skill lessons and every day use is not yet identified in teachers' planning across the curriculum.

47. The school makes satisfactory use of homework. Pupils take books home on a regular basis. The vast majority of parents feel that their children receive the right amount of homework.

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

48. The school provides a satisfactory curriculum that is broad and balanced. All subjects of the National Curriculum are taught and current statutory requirements are met. The school has appropriate policies and schemes of work for all subjects, which provide a satisfactory basis for planning for learning. However, these are of variable quality; those for design and technology and information technology need bringing up to date. Pupils are provided with a range of opportunities to learn that are stimulating and challenging. The school has made satisfactory progress in addressing issues raised in the report of the last inspection.
49. The provision for children under five is sound and broadly reflects the areas of experience leading to the Desirable Learning Outcomes⁴. Planned experiences for language and literacy and mathematics are good and enable children capable of doing so to work on the first level of the National Curriculum. However, there is little evidence of planning for learning experiences through structured play. Opportunities for children to make choices about their learning are also limited. A contributory factor to this is the lack of support staff for some teaching sessions.
50. The school is implementing the National Numeracy Strategy well. The National Literacy Strategy is also being implemented but this needs to be consolidated through the school. The school has reviewed its provision in the foundation subjects of the National Curriculum following the temporary relaxation of the Statutory Orders.
51. Appropriate provision is made for pupils' personal, social and health education. The school provides sex education and drug abuse education. The provision for pupils' social development is a strength of the school. The school has a policy to inform its approach to personal, social and health education but it has not formally recorded how and when this aspect of the curriculum will be taught. Consequently it has no reliable basis for monitoring its work in this area and finding out how well it is being done.
52. A good range of extra-curricular activities is available to pupils which includes a range of sport and cultural activities, for example, cricket, football, netball, cross country running and choral and instrumental music.
53. The school's curricular provision takes appropriate account of pupils' ages and gender but is not wholly successful in ensuring equality of access to the curriculum for pupils who learn at different rates. Pupils who are on Stage 3 and above of the special educational needs Code of Practice, including those with statements, are enabled to participate fully in the life and work of the school. Appropriate activities are provided which enable them to follow the National Curriculum. The arrangements for ensuring full equality of access to the curriculum for those pupils on Stages 1 and 2 of the Code of Practice are more variable. When withdrawn for support in small groups they are well provided for, but when they are working with their classmates in the classroom their needs are sometimes not fully taken into account.
54. The school has a satisfactory range of links with the community, which make a helpful contribution to pupils' learning. These include visits, for example, to the Lake District for a residential week when Year 6 pupils have opportunities to participate in outdoor pursuits

⁴ These are goals for learning for children by the time they enter compulsory education at the age of five. They refer to literacy, numeracy, personal and social skills, knowledge and understanding of the world, creative and physical development.

and to learn about environmental issues. A visit for Year 5 pupils to a former army camp enriches their work on World War 2. Pupils also receive visitors in school, for example, from the community policeman, the road safety officer and the dental nurse who works with Years 2, 3 and 4. The whole school works with the “People and Places” project on improving the environment of the school.

55. The school has good, constructive relationships with other institutions in the locality. It takes part in a wide range of inter-school sports, for example netball, football, athletics, cross country running and cricket. It has had particular success in football and cricket and has won local leagues. The school has constructive relationships with local primary schools; staff work closely together to support each other, occasionally sharing professional expertise. The school has good links with St. Mary’s RC High School to which the majority of pupils transfer at the end of Key Stage 2; teachers visit St. Richard’s to observe work in Year 6 and students from the school also visit on work experience. There are also links with teacher training institutions and the school regularly receives students in training.
56. The school has a strong, caring, Christian ethos. Pupils are loved and valued as individuals and this contributes significantly to their spiritual, moral and social development. The standard of provision reported at the time of the last inspection has been maintained. Good provision is made for pupils’ spiritual development. Pupils’ ideas are valued and are used by teachers to help pupils to develop a greater awareness and insight, for example, of the natural world in art lessons and of poetic imagery in English lessons. Good provision is made for pupils’ moral development. They are encouraged to think about their actions and to consider how they affect others. Teachers make good use of times when they are together with their classes at the start of sessions, talking about what has happened at playtimes or lunchtime to engage pupils in these discussions.
57. Very good provision is made for pupils’ social development. This provision is made up of a combination of factors: the way in which the school implements its aim of promoting a positive self-image for its pupils; the school’s ethos; high expectations on the part of teachers with respect to behaviour; clear guidance for behaviour and well established routines for the school day. All these contribute significantly to pupils’ social development. Pupils are valued as individuals and there is a strong mutual respect between adults and children in the school. The school community has a strong family feel to it and adults and children work together purposefully for each other’s benefit. Pupils are given opportunities to take responsibilities for small tasks in school during the day. They are encouraged to undertake charity collections.
58. The provision for pupils’ cultural development is satisfactory overall. Their curriculum work in English, art, geography, history and music make important contributions to this. Pupils have opportunities to participate in musical festivals in the locality. A Japanese student who recently spent a long period at the school working with pupils has provided a high quality insight into modern life in a different cultural setting. However, pupils from the school are predominantly from one cultural background and the school does not make sufficient provision for them to become familiar with the lives and cultural heritage of people from other groups who make up the ethnic and cultural diversity of modern British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. The school has maintained its effective care of its pupils reported at the time of the previous inspection. It provides a caring, Christian environment where teachers know their children well and value them as individuals. Most parents are happy with the care

and guidance offered to their children. They feel that their children are happy in school and able to concentrate on their work.

60. Pupils on the school's register of special educational need have clear Individual Education Plans⁵, which are regularly reviewed. Those on Stage 3 or above of the Code of Practice, including those with statements of individual need, are well supported and make very good progress. However, those pupils at Stages 1 and 2 of the Code of Practice do not always receive sufficient support through the provision of appropriately planned work that takes account of their previous learning. As a result, their progress is more variable and sometimes they achieve less than they otherwise could.
61. The vast majority of staff apply the agreed behaviour policy evenly and consistently. There are very few incidents of bullying but any reported are dealt with promptly and effectively by the staff. Pupils and parents are aware of the school and class rules. The issue raised in the previous report concerning the application of rewards and sanctions has been successfully addressed.
62. The school monitors attendance regularly and registers are called at the beginning of every session. Parents are aware of their responsibility to inform the school of the reason for any absence. The education welfare officer works closely and effectively with the school where there is perceived to be a problem with attendance.
63. The school's arrangements for assessing pupils' attainment and progress are satisfactory but the use of this information to guide curricular planning is not. The school meets its statutory obligations for the administration of the National Curriculum statutory tests and assessments. In the reception class, the local education authority's baseline assessment is administered to all pupils. However, ongoing assessment that informs teachers' day-to-day planning for learning to meet individual pupils' needs is unsatisfactory. The marking of pupils' work is very variable, ranging from good to poor with some unmarked work seen.
64. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. The headteacher is the named member of staff with responsibility for child protection issues. Appropriate training is regularly undertaken.
65. Pupils' health, safety and general well being are effectively looked after. Lessons on sex education and drug awareness form part of the school's health education programme, which is well supported by the school's good links with the community police officer, school dental nurse and school nurse. Several members of staff have received first aid training. The school maintains an accident book for recording incidents. First aid boxes are appropriately sited and stocked and parents are informed of accidents involving their children and any treatment given. The governors have approved a comprehensive health and safety policy and regular risk assessments are usefully undertaken.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. The school continues to have strong links with parents. The vast majority of parents indicate that they are pleased with what the school provides and achieves. The school is held in high regard by parents and the community it serves. Parents are proud of the family atmosphere of the school and feel confidence in the school's provision for their children. Much useful information is provided for parents, the majority of whom are happy with the information they receive in newsletters and at parents meetings held in the

⁵ Pupils on Stage 2 and above of the school's register of special educational need have Individual Education Plans (IEPs) which outline targets for development and the action necessary to achieve these. They are reviewed on a regular basis. The reviews involve pupils, parents, teachers and, where appropriate, outside agencies.

autumn and summer terms. They feel that they are given a clear picture of what is happening in the school and how their children are progressing. Parents were able to attend meetings explaining the literacy and numeracy initiatives and meetings are held every year to discuss the national curriculum tests for pupils.

67. The school prospectus is sent out to each family every year to ensure that parents are aware of the school's expectations, particularly in regard to behaviour and attendance. This is good practice. Parents have recently been consulted regarding the home school agreement, which has now been ratified by the governing body and will soon be distributed to parents.
68. The pupils' annual progress reports are brief and contain few details of areas for development. Not all meet statutory requirements as they do not report on each subject separately; for example, information technology is reported alongside design and technology. The school is aware of this and plans to change the format for reporting to parents at the end of the current academic year.
69. Parental involvement in their children's learning is good. The school has a homework policy based on government guidelines and the majority of parents are happy with the amount of homework their children receive. Parents and helpers feel welcome in the school and readily volunteer to assist in classes, in the library, with information and communications technology and on trips. This help is much appreciated by teachers. The parents' association is open to all and is very active in organising fund raising and social events. Good support for events is received from parents, friends, the church and the local community enabling considerable amounts of money to be raised to assist with school resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The headteacher is a man of integrity who is held in high regard by the community, parents and pupils. He has successfully led the development of the school's aims and values, particularly a sense of fair play, high self-esteem, lasting relationships and a regard for others. A strong, caring, Christian ethos strongly underpins the work of the school and contributes significantly to the standards achieved in the under fives and at the ends of both key stages. The headteacher is ably supported by the Key Stage 1 and acting Key Stage 2 co-ordinators who by their own example successfully promote the achievement of high standards. As a management team they have a shared sense of purpose. Collectively, their individual strengths satisfactorily provide for the direction and future development of the school. The school's commitment to improvement is secure and its capacity to succeed is satisfactory. There are, however, some shortcomings that need to be addressed.
71. Criticisms were made in the last inspection report concerning the effectiveness and efficiency of some aspects of the school's management, particularly to do with the delegation of responsibilities and the generally informal nature of the school's procedures. The school greatly values the support and guidance of the local education authority in helping them to successfully address these. For example, a planned programme is now in place for curriculum co-ordinators to have timetabled opportunities to observe their subject being taught across the school. Formal procedures are in place for co-ordinators to report their findings, together with recommendations for further development, to the senior management team and then the governors' curriculum sub-committee. Policies are now formally agreed and published.
72. The governing body fulfils its responsibilities well. Most of its members have a close connection with the school, often as parents and parishioners, although some have only assumed office relatively recently. As a group they are highly committed to the school

and fully support its aims and values. Their contribution to the leadership of the school and its future development is strengthened by the diversity of their skills and experience. An effective committee structure is in place and all meetings are systematically minuted. The Chair of Governors has an excellent grasp of the school's strengths and weaknesses and although she has only recently taken office has already put in place changes to improve the effectiveness of the governing body in evaluating the work of the school. For example, she has rightly identified that the school does not sufficiently celebrate its achievements; as a starting point she has asked the headteacher to broaden the nature and improve the quality of information provided to the governing body in written and oral reports.

73. Since the last inspection governors have become more closely involved with the curriculum and improvement planning. The literacy and numeracy curriculum co-ordinators have recently presented the outcomes of their subject monitoring together with plans for development. Although it was not raised as a key issue in the previous report, the governing body have taken a lead in addressing the unsatisfactory standards in information technology by funding and overseeing the development of a computer suite. Literacy, numeracy and special educational needs governors are involved in monitoring the work of the school on a regular basis; the parish priest visits the school on a daily basis. With some very minor exceptions, the governing body fulfils all of its statutory responsibilities.
74. Curriculum co-ordinators are identified for the majority of subjects. They are aware of their role and make a sound contribution to the management of the curriculum. Where curriculum co-ordinators are absent or on extended leave of absence the headteacher assumes acting responsibility for their subjects, drawing upon the local education authority's expertise where necessary, as in the case of literacy. This is effective practice as it ensures continuity. The Key Stage 1 co-ordinator effectively manages her team and provides good support for new staff. Although she has only just taken over the role in a temporary capacity, the acting Key Stage 2 co-ordinator has a clear understanding of what needs to be done within the key stage to raise standards. The provision for children under five is well managed. The special educational needs co-ordinator administers the Code of Practice well. She manages the very good provision for pupils at Stage 3 and above very well and is aware of what needs to be done to improve the provision for those pupils at Stages 1 and 2.
75. Effective procedures are in place for the curriculum co-ordinators to monitor the curriculum, teaching and learning in their subjects. The information gathered is then discussed by the senior management and a presentation made by the subject co-ordinator to the governing body. This provides governors with a good basis for judging the effectiveness of the school's strategies to secure improvement and raise standards. English and mathematics have been monitored recently following the school's adoption of national strategies for teaching literacy and numeracy. Information from this monitoring has helped teachers to develop their delivery of shared reading and writing in literacy and to more effectively manage the introductory and closing sessions in numeracy. Less effective has been the monitoring of the group work in literacy in that the needs of pupils who learn at different rates are not being consistently met through the present structure of group activities.
76. The school collects information from statutory and other tests and targets have been set in conjunction with the local education authority. Some analysis is made of the test results in order to monitor and predict pupils' future performance but this is at an early stage of development and particularly at Key Stage 2 does not as yet systematically inform teaching and learning through the key stage.

77. There are shortcomings concerning the way in which the headteacher monitors the day-to-day work of the school, particularly teaching and learning. Although there are agreed policies in place for teaching and learning and the headteacher visits classes, he does not record or evaluate his observations rigorously enough in order to share good practice and address weaknesses. His monitoring of teachers' short-term planning and pupils' work is not sufficiently robust. As a result, weaknesses in teaching and learning, many of which are recognised, are allowed to develop unchecked for too long before decisive action is taken. This is unsatisfactory.
78. The school makes effective arrangements for supporting new staff to the school, including an appropriate amount of non-teaching time and the provision of in-service training. It is an appropriate provider of initial teacher training. The school has appropriate arrangements in place for the professional development of staff and for the appraisal of the headteacher. The school is successfully working towards the introduction of national arrangements for performance management.
79. Priorities and targets are successfully identified in the school's improvement plan. They are costed against the school budget and appropriate success criteria formulated. Their implementation is effectively planned; with the help of the local education authority the school has drawn up an action planner, which provides a clear and manageable overview of each target's implementation and its associated monitoring. Although there is evidence of the governing body evaluating the impact of the school's priorities on raising standards as, for example, in relation to the development of the information technology suite, the arrangements for this are not outlined as part of the planning process.
80. Financial planning is sound. Appropriate procedures are in place for drawing up the school's budget; these take full account of the priorities identified in the school improvement plan. The governing body makes appropriate use of budget surpluses, for example, resources to meet the cost of converting and equipping the computer suite were built up over three financial years. Pupils benefit from such targeted expenditure. Specific grants are effectively used for their intended purpose; additional funding to provide support for pupils with statements of special educational need is well applied.
81. The financial administration is sound with satisfactory systems for financial control in place. With some minor exceptions the main recommendations of the last audit report (1997) have been acted upon. The headteacher and governing body are provided with appropriate information to enable them to monitor expenditure. The school applies the principles of "best value" to its purchases.
82. Appropriate use is made of information and communication technology in the administration of the school. Budgetary information passes between the school and the local authority electronically. The school's computer suite has recently been completed. Pupils now have access to a range of programs and applications through CD-Roms on all computers. The school's connection to the Internet has just been installed and appropriate safeguards are in place to prevent pupils from gaining access to inappropriate websites.
83. There is a good number of appropriately qualified teaching staff for the delivery of the National Curriculum and for the areas of learning for children under five. The incidence of staff absence is usually low but due to ill health this has been higher in the past 12 months. The school experiences some difficulty in finding supply staff to cover extended absences and this does have an impact on the progress made by pupils.
84. A number of staff have additional qualifications that provide them with specialist knowledge, which is put to good use. Classroom support staff are also good in number and in many instances appropriately qualified. They continue to make a very significant

contribution to the school's provision, particularly for pupils with statements of special educational need. All of the school's support staff play a valued and important part in helping it to successfully put its aims and values into practice.

85. Rather than create mixed-aged classes the decision has been made to deploy its non-class based staff to provide specialist teaching in music, provide additional support for the introduction of the computer suite in information technology lessons and to divide classes for some literacy and numeracy sessions. Specialist teaching for pupils with statements of special education need is funded directly from specific grants. However, whilst good provision is made for the higher achieving pupils in mathematics in some year groups in Key Stage 2, other arrangements for splitting classes do not take full account of pupils who, although not statemented, learn at different rates. This is having an adverse impact on the progress pupils make.
86. The school was built to an "open plan" design. Whilst the overall floor space is generous, individual teaching areas are cramped, particularly with class groups of up to 39 pupils. The school has given some thought to the use of its accommodation in the light of criticisms in the last inspection report. Some imaginative planning is evident in the conversion of the second kitchen into an art room and in the creation of the computer suite. However, the continued use of the computer suite as an alternative thoroughfare from one part of the building to another is unsatisfactory. There is no outside fenced area for children under five to use large apparatus. Appropriate adaptations have been made to the school to cater for pupils in wheelchairs.
87. Some of the present arrangements for the deployment of staff and the use of the accommodation have been considered in isolation rather than together. For example, in the under fives class structured activities involving both small and large apparatus cannot be provided in a number of sessions as the nursery nurse is deployed elsewhere in the school and the under fives teacher cannot adequately supervise the activities. The computer suite cannot comfortably accommodate whole classes particularly at Key Stage 2; in most lessons in the suite there are two teachers working with a class. Whilst this is providing appropriate in-service training for staff, it limits opportunities for pupils to have "hands on" experience. Furthermore, although appropriate provision has been made for a pupil with visual impairment, inadequate provision has been made for pupils in wheelchairs to have comfortable access to the keyboard and screen.
88. Learning resources are satisfactory. In information technology resources are good. The quality of learning resources is generally good and they are accessible. The library provision is appropriate. However, there is a shortage of large equipment for the under fives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89. The governing body, headteacher and, where appropriate, the staff should:

- raise standards of achievement, teaching, learning and pupils' behaviour where they are unsatisfactory at the beginning of Key Stage 2;
(paragraphs 7, 11-13, 22, 24, 31, 33, 44, 107-8, 121, 137, 153, 186 and 192)
- make better provision for pupils who learn at different rates, particularly those who are at Stages 1 and 2 of the special educational needs Code of Practice and have difficulties with reading, writing and number work by ensuring that:
 - teachers plan more consistently for pupils of differing capabilities
 - better use is made of assessment information in order to identify the next steps in learning;
 - the quality of marking is raised to enable pupils to improve their work;
 - all available resources are used to the best advantage to support pupils' learning;*(paragraphs 36, 39-41, 45, 49, 63 and 87)*
- raise standards in handwriting and spelling in Years 3, 4 and 5 by ensuring that skills are more systematically taught and developed; *(paragraphs 12 and 103)*
- ensure that the headteacher's monitoring of the work of the school is more systematic and rigorous in order that:
 - strengths and weaknesses in teaching and learning are clearly identified;
 - all pupils make the best possible progress as they move through the school;
 - good practice and success are celebrated and shared throughout the school, and shortcomings decisively addressed;
 - detailed information is provided to the governing body to enable them to more effectively evaluate the work of the school.*(paragraphs 32 and 72-77)*

In addition, the school should also:

- ensure that sufficient support is provided in the reception class to improve the provision for outdoor and creative activities; *(paragraphs 8, 97 and 98)*
- update curricular guidance in design and technology and information technology; *(paragraphs 161 and 180)*
- report information technology and design and technology as separate subjects on pupils' annual reports. *(paragraph 68)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

70

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	7	47	38	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	231
Number of full-time pupils eligible for free school meals	N/a	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	7
Number of pupils on the school's special educational needs register	N/a	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.9

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	15	14	14
	Total	31	29	31
at NC level 2 or above	School	91 (95)	85 (90)	91 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	15	14	16
	Total	31	31	33
Percentage of pupils at NC level 2 or above	School	91 (95)	91 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	13	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	20
	Girls	8	9	9
	Total	25	28	29
Percentage of pupils at NC level 4 or above	School	68 (89)	76 (81)	78 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	20
	Girls	9	8	9
	Total	27	25	29
Percentage of pupils at NC level 4 or above	School	73 (77)	68 (81)	79 (81)
	National	67 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	22
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1998/9
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	£
Total income	398,071
Total expenditure	410,721
Expenditure per pupil	1,691
Balance brought forward from previous year	50,725
Balance carried forward to next year	38,075

Results of the survey of parents and carers

Questionnaire return rate 40%

Number of questionnaires sent out	231
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	65	34	1	0	0
Behaviour in the school is good.	62	33	2	1	2
My child gets the right amount of work to do at home.	41	52	5	1	1
The teaching is good.	72	27	0	0	1
I am kept well informed about how my child is getting on.	52	42	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	2	0	0
The school expects my child to work hard and achieve his or her best.	80	18	1	0	1
The school works closely with parents.	48	43	6	0	3
The school is well led and managed.	65	30	1	1	3
The school is helping my child become mature and responsible.	65	34	0	0	1
The school provides an interesting range of activities outside lessons.	43	29	15	0	13

Other issues raised by parents

- Parents are proud of the family atmosphere of the school.
- They like the school's high expectations for pupils' behaviour.
- The good relationships between adults and children.
- The amount of homework provided.
- Parents feel entirely confident in the school's provision for their children.
- Some parents would like more formal meetings to discuss pupils' progress.
- Some parents would like the school to offer a greater range of extra-curricular activities.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

90. Provision for children under five is organised within the reception year. At the time of the inspection 13 children were under five, the other nine children having celebrated their fifth birthdays during the term. Most children benefit from pre-school experiences and this helps them to make a settled start to school life.
91. The school draws from a wide area and is successful in its provision for children with special needs. Early assessment indicates that children's attainment on entry is largely average and that social, speaking and listening skills are good. The children make good or better progress in all areas of experience except physical and creative development. In these progress is satisfactory due to the lack of regular planned outdoor experiences and because opportunities to develop learning and support creativity through play are missed. By the age of five the majority of children achieve above the expected levels in their personal and social development, language and literacy and in mathematics. In their knowledge and understanding of the world, creative development and physical development the majority of children achieve the expected levels by the age of five years.
92. The previous inspection did not comment on provision for children under five. The findings of this inspection show that the provision is sound and broadly reflects the areas of experience for five year olds. Planned experiences for language and literacy and mathematics are good and enable children capable of doing so to work on the first level of the National Curriculum. There is little evidence of planning for learning experiences through structured play. Opportunities for children to make choices about their learning are also limited.
93. Teaching is good and is a strength. The reception teacher plans activities in language and literacy, knowledge and understanding and mathematics well. Lessons have high expectation and challenge and appropriately meet the learning needs of children who are working at higher levels. Relationships are good and this encourages children to become confident learners willing to experiment and 'have a go'. However, the lack of the full-time support of the nursery nurse in guiding and assessing learning in child-chosen and play experiences is preventing the achievement of higher standards.

Personal and social development

94. Children make very good progress and achieve above the nationally expected levels by the age of five years. They work well with each other and listen and take turns in group activities. Behaviour is very good and the children are learning right from wrong. For instance, after listening to the story of 'The Meanies' children suggest kindness and helping each other are better than being unkind. The children are confident in their approach to learning. They independently experiment with early writing and use their new skills in writing numbers unaided. They show initiative with self-help skills such as getting ready for physical activities. They form friendships and show kindness to living things.

Language and literacy

95. By the age of five children achieve above the expected levels in language and literacy. They make good progress with their writing and reading skills. Very good teaching in this aspect enables children to achieve at higher levels with their learning. Listening and speaking skills are a strength. Children are confident speakers who respond readily to questions and take part in discussions. Most children can recognise and write their name

freely and begin to identify letters and sounds. They enjoy reading books, can recall and memorise texts and are beginning to recognise well-known words. Their writing skills with letter formation and pencil control are good and when given the opportunity use their emerging writing skills independently. However, opportunities are missed to develop these skills in play experiences.

96. Information and communication technology is used effectively to support children's learning. They can successfully recognise and choose initial phonemes (sounds) on the screen.

Mathematics

97. In mathematics children achieve above the expected levels by the age of five years and progress is good. The children can sort and match objects by different criteria and begin to order by size. For instance, in activities related to the 'Three Billy Goats Gruff' children discuss who is tallest and smallest in their group. They begin to use and understand mathematical language of 'how many', 'more' and 'less' and label two-dimensional shapes such as squares and circles. Most children can count to nine and many above this, recognising and writing numbers clearly.

Knowledge and understanding of the world

98. Children achieve the expected levels by the age of five. They make good progress. There is a keen interest in living things, especially animals. Children are aware that food and water are necessary to life and that habitat can be different. For instance, spiders live in webs. They listen to the story of 'Hoot the Owl' and study nocturnal animals, explaining that bats have wings and fly at night. Use of a daily weather chart is developing discussion and observation of the weather and the changing seasons. Children also learn about their own environment in 'topics' about themselves and where they live.
99. Children are confident in their use of information and communication technology. They use the mouse with growing expertise to guide them through programs. They follow instructions carefully.

Creative development

100. By the age of five children achieve the expected levels in learning. They experiment with painting and collage and develop finer control with pencil and painting skills. They make choices about the best materials to use and ways to fix them together as they make calendars for home. Most can join in with favourite songs and hymns and sing tunefully. Progress is satisfactory; opportunities to develop learning and support creativity through play are missed. There is less adult interaction and support in this area and so learning is less appropriately supported and tracking of the activities children choose to visit unclear.

Physical development

101. Children achieve the expected levels by five and progress is satisfactory. At present there is no provision for outdoor experiences. Opportunities to use the hall for the development and practice of strenuous physical skills and co-ordination are planned twice weekly. During hall time children can follow commands, hop, jump and move around the large space with ease. They develop co-ordination by rolling balls and small apparatus with growing dexterity. Fine motor skills with cutting and glueing are developed well.

ENGLISH

102. In the National Curriculum tests in 1999 pupils' results were above the national average in reading and similar to the national average in writing. The number of pupils reaching the higher levels in reading and writing was close to the national averages. In the tests at the end of Key Stage 2 pupils' results were just below the national average, with fewer reaching the higher levels with their reading and writing than was found nationally. Compared with similar schools pupils' results at the end of Key Stage 1 were above average in reading and average in writing. Today's inspection findings indicate that pupils at the end of both key stages attain standards that are just above the national averages in English.
103. The previous inspection in 1996 reported that pupils achieved similar results to those found nationally. However, personal extended writing was judged to be underdeveloped. The school is continuing its efforts to improve the quality and amount of writing produced by providing extra teaching time for pupils to write at greater length. Work on drafting and editing in Key Stage 2 is enabling pupils to write at length in an interesting and well-organised way by Year 6. For instance, in narrative work based on the study of "Hamlet" and "Morte d'Arthur" pupils can set the mood for opening scenes and develop characters and plot successfully. The lack of a systematic approach to the teaching of handwriting skills commented upon in the previous report still stands in Years 3, 4 and 5; scrutiny of pupils' work shows that handwriting and presentation are untidy in these year groups. This is unsatisfactory.
104. Standards in literacy are average overall at both key stages. The school is successfully implementing some aspects of the National Literacy Strategy. Teachers are confident when teaching the whole class and use feedback time (plenary sessions) effectively to share learning. At Key Stage 1 shared class work with basic skills such as recalling everyday words by sight and linking letters with sounds are a strength. It helps pupils achieve some good standards with their reading and spelling.
105. At the end of Key Stage 2 there is a conscious approach to improve literacy in other subjects. For instance, in the study of the Ancient Greeks in history pupils use their reading and computer skills to produce accounts about Greek gods and write reports of the Trojan War. However, as yet there is no agreed whole school approach to guided reading and writing; teachers are not clear how to manage their focus on one group whilst other groups work independently. This has implications in particular for how reading is taught and managed throughout the school. Across the school, however, a general over-use of worksheets takes away the opportunity for pupils to write and record their findings in different ways in other subjects.
106. Standards in speaking and listening at the end of both key stages are above average. Progress is good at Key Stage 1; at Key Stage 2 it is satisfactory overall but varies from good to unsatisfactory. The majority of pupils are keen to respond and do so in a clear, thoughtful way, adding to the quality of discussions and debate. Pupils in Key Stage 1 are very good listeners: they speak confidently to adults and work well in groups. They explore words, including nouns and adjectives to describe characters, such as the "Troll" in the 'big books' they are sharing.
107. Older pupils in Key Stage 2 use a wider range of vocabulary and develop greater competency with the spoken word, for instance, when explaining in depth the meaning of obscure verbs such as 'ebb' they relate this to the slow retreat of the tide. However, achievement at the beginning of Key Stage 2 is unsatisfactory. Too much time is spent listening for long periods to the teacher with little opportunity for pupils to question or contribute.

108. Reading is just above average at the end of both key stages. Younger pupils enjoy reading and sharing books and can recall storylines and predict what might happen next. Pupils read accurately and fluently and use a range of strategies to find out unknown words. In Key Stage 1 they make satisfactory progress overall with good progress evident by the end of the key stage. At the beginning of Year 3 progress in reading slows and the impact of this is particularly apparent in Year 4 where achievement is below the standard expected.
109. Year 6 pupils make good progress in reading. They read with good expression and depth of meaning. They can retrieve information from reference books and from computer programmes such as “Encarta” although the development of such skills is less systematic in earlier years. Although they show a growing interest in different types of books, few begin to compare the styles of different authors. The school uses a reading scheme to support reading and provides ‘free readers’ with a choice of books. However, the exploration of books through guided group reading is not used well enough to ensure that the necessary skills are developed.
110. Achievement in writing varies as pupils move through the school. Pupils in Key Stage 1 make satisfactory and often good progress as they develop greater accuracy with their spelling, use of punctuation and grammar. Whilst sentences are well constructed, the range and amount of personal writing in English and other subjects is still less than is expected at this age. By the end of the key stage standards are close to those found nationally.
111. At Key Stage 2 a scrutiny of pupils’ books and work on display shows a mixed picture. Overall, there is steady progress with written comprehension and grammar. However, progress in spelling, especially in Year 3 and Year 4 is unsatisfactory where the spelling of words such as ‘tried’, ‘scream’ and ‘really’ is often incorrect. Fortunately due to the high quality teaching at the end of the key stage pupils have the opportunity to raise the standard of their work and they make good progress. For instance, pupils study poems, identify personification and reflect similar ideas, such as ‘the sneering, cold nature of winter’, in their own writing.
112. Pupils who have statements for their special needs are well supported and make good progress throughout the key stage. They are well supported by specialist teaching and learning support staff. However, the provision for pupils with difficulties with their reading and writing varies and they do not always make the best possible progress in class lessons. This is a weakness.
113. During lessons the vast majority of pupils concentrate well and work hard. Older pupils show initiative and are confident in trying out new learning skills. At the beginning of Key Stage 2 a significant number of pupils become restless and lose interest when lessons lack challenge and pace.
114. The quality of teaching is sound at Key Stage 1 with some good practice observed. At Key Stage 2 it is sound with the exception of the end of the key stage where it is of a high standard. In general teachers manage their classes well and the good relationships between teachers and pupils is having a positive effect on the hard working atmosphere in class. Very good teaching is linked to high expectations and clear lesson planning. However, the assessment of day-to-day attainment through marking has yet to move learning on. Pupils are not yet involved fully in the assessment of their own work and in helping to set targets to improve their own learning.
115. At present the headteacher is looking after the management of the subject during the absence of the co-ordinator. He has an action plan to raise standards and to evaluate the

implementation of the Literacy Hour. The two libraries provide good resources for learning and computers are used well to support reading and writing at both key stages. The school is still developing its resources for guided group reading.

MATHEMATICS

116. The findings of this inspection reflect the school's results in the 1999 National Curriculum tests. In these pupils' results at the end of both key stages were close to the national average. At both key stages the numbers of pupils reaching the higher levels were close to the national averages. However, when compared with similar schools pupils' results were below average at Key Stage 1 and average at Key Stage 2. At the time of the last inspection standards were judged to be above national expectation; however, national standards have risen in the intervening period and the school is now in line with these.
117. At the end of Key Stage 1 pupils show sound skills in their mental work. They handle numbers confidently. They can count in tens and fives and understand the concept of 'higher' and 'lower' in respect of numbers. The higher achieving pupils can apply their knowledge of number bonds in order to solve simple problems related to everyday life, for example, to the sharing of cakes. These pupils have good visual recognition of two-dimensional shapes and name them confidently. They have a sound understanding of line symmetry and can construct simple symmetrical patterns using a grid, explaining their work fully.
118. Pupils make sound progress in all areas of the mathematics curriculum through the key stage. In Year 1 pupils are laying sound foundations for their future mathematical understanding. They can add and subtract numbers up to 10 and are beginning to understand the principles of place value. They are learning to count on in two's and the concept of doubling. They learn to use correct vocabulary related to time and its measurement; in this area of work they also develop and practise their skills in estimating.
119. At the end of Key Stage 2 pupils carry out mental calculations with confidence. They have a good knowledge of their tables and carry out straightforward calculations in their heads. They apply simple formulae to help them to find areas of squares and rectangles. The higher achieving pupils can apply a formula to find the area of a circle. In their more formal work all pupils demonstrate good understanding of the concept of area and can apply this confidently, for example, when calculating irregular areas by breaking them down into simple shapes. The higher achieving pupils apply a range of strategies to solve these types of problems.
120. Examination of pupils' exercise books indicates that the majority in Year 6 has a sound understanding of the principles of number, for example, the use of decimals, percentages and fractions. They make appropriate use of information and communications technology to enhance their work, for example, in the area of data handling. Pupils at the end of Key Stage 2 make satisfactory progress in all aspects of the mathematics curriculum and the higher achieving pupils make good progress. The majority of pupils present their work well and this makes a positive contribution to standards achieved and the development of their understanding.
121. In Key Stage 2 pupils make satisfactory progress overall. However, the progress in Year 3 is slower than that in other groups and this means that it is uneven through the key stage as a whole. In Year 3 pupils can carry out simple mental calculations using their knowledge of numbers up to 20 and have a sound knowledge of the principles of halving and doubling. They have a good understanding of place value in three digit numbers. The higher achieving pupils can separate numbers into hundreds, tens and units to help them to carry out simple, mental computations. Pupils are developing a range of mental strategies to help them to solve simple problems. However, progress over time is too

slow and standards of presentation in this year group are low. Work is often untidy and carelessly presented. These pupils show little pride in what they do. They could achieve higher standards.

122. Pupils in Year 4 and Year 5 make steady progress. Through these two years the standards of presentation of work improve. Pupils in Year 4 successfully consolidate their knowledge of numbers and use standard units of measure. They make progress in their work on shapes when, for example, learning to measure the perimeter. The higher achieving pupils in Year 4 use a good range of strategies to help them in their mental work. They use their knowledge of number patterns, apply their knowledge of doubling and halving, count on to the next multiple and separate numbers into hundreds, tens and units. They are able to explain what they are doing using appropriate mathematical language.
123. In Year 5 pupils make sound progress in their work on number. For example, they begin to handle decimal numbers and use their knowledge of decimal place value to solve simple problems in their mental work. The higher achieving pupils can explain the principles correctly and confidently. Pupils make sound progress in data handling and can process the data they collect manually and when using information and communication technology as appropriate.
124. The school makes good provision for the talented pupils in Year 5. They are set challenging work and are enabled to learn at an appropriate pace. Other higher achieving pupils in Year 5 have been encouraged to participate in a mathematics challenge run by an outside body. Working in groups they respond well to the challenge they have selected. They work in their playtimes and lunch breaks with a good degree of independence. They enjoy the decision-making and shared working aspects of this activity. They make good independent use of information and communications technology to help them. This activity makes an important contribution to the personal development of these individuals as mathematicians.
125. Pupils with special educational needs in both key stages make good progress in relation to their prior achievement in both key stages. Some pupils are withdrawn and others have appropriately modified tasks in the classroom.
126. At both key stages the quality of teaching is good overall and this has a positive effect on the way in which pupils are learning and the standards they achieve in lessons. The quality of learning overall is good. The school has fully implemented the National Numeracy Strategy and pupils are responding well to the structure of and routines within lessons. This is successfully contributing to the satisfactory standards achieved in numeracy in the school.
127. Teachers have adopted a good range of strategies to ensure that pupils' interest is engaged at the start of the lessons through a short period of mental work. In some classes pupils respond to questions using cards to show their answers. In others they write their answers on wipeable surfaces using non-permanent markers. The latter strategy is used very effectively in Year 6 and pupils respond with great enthusiasm, very few not offering a quick attempt to answer to the problem set. These strategies make a very good contribution to the quality of teaching and the standards achieved by pupils.
128. Where such strategies are not employed, for example, in a lesson observed at the start of Key Stage 2, the quality of learning is greatly diminished as all pupils are not fully engaged in the lesson from the start and opportunities for learning are wasted. Most teachers are planning well to give pupils opportunities to work together or alone to extend and consolidate their knowledge and understanding through formal exercises or other activities during lessons. In the majority of lessons the work is planned appropriately to

meet the needs of individuals in the class and this enables every pupil to make progress. However, the practice is not consistent.

129. Most teachers make effective use of short sessions at the ends of lessons in order to consolidate learning and to informally assess pupils' progress. In these sessions pupils respond well, answering confidently. The introductory sessions of mental work and the final whole class sessions make an important contribution to developing pupils' confidence in the use of mathematical language and in themselves as mathematicians; they have to explain their thinking to others. The quality of their learning in these sessions is good.
130. Teachers have a good knowledge of the curriculum and they plan appropriate work for their pupils. They make good use of the school's scheme of work, which is based on nationally published materials, to support their planning. In most lessons pupils are appropriately challenged through questioning and through the written work they are set. The great majority of teachers approach teaching this subject confidently and manage lessons well. This engenders pupils' confidence in their own capacity to learn and this enhances the quality of their learning in lessons.
131. Teachers have clear views about what pupils will learn and what they will do during the lesson and there is a good pace to teaching and learning. This sustains a good working atmosphere during the lesson, which makes a positive contribution to the quality of learning. Where teaching is less effective planning lacks clarity, lessons lack pace and a sense of purpose. The teacher tends to dominate through talking for too high a proportion of the time and this gives insufficient opportunity for pupils to think for themselves and to develop and consolidate their understanding at their own pace.
132. Pupils' attitudes to mathematics are good. They enjoy the lessons and the great majority work hard. Where teaching is good they show great levels of enthusiasm and application to their studies. They work well together, listening to each other's ideas and making thoughtful comments. Where teaching is less than satisfactory pupils' attitudes are also unsatisfactory and there are high levels of noise and fidgeting.
133. The subject is satisfactorily managed. The co-ordinator is well informed and has undertaken some monitoring in classes and has reported to the senior management team and governing body on the implementation of the National Numeracy Strategy. There are appropriate arrangements in place for monitoring pupils' progress. The subject is satisfactorily resourced.

SCIENCE

134. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1 pupils' results were well above the national average but the number of pupils reaching the higher levels was below the national average. In the tests at the end of Key Stage 2 pupils' results were identical to the national average but the number of pupils reaching the higher levels was below the national average. Compared with similar schools pupils' results are below average at the end of Key Stage 2.
135. Standards at the end of Key Stage 1 are above those expected for pupils of this age. The majority of pupils in Year 2 have a good understanding of the contribution electricity and electrical goods make to our daily lives. Many are able to describe how individual items such as toasters and kettles work and use the correct vocabulary such as "socket", "plug", "flex" and "element". They understand that electricity can be dangerous and that appliances need to be treated carefully. One pupil commented *"If an iron is left on clothes for too long it will burn them"*. When working with low voltage circuits pupils know how to make a circuit that will light a bulb or sound. They are keen to ask questions and

share their knowledge and understanding with others. They can successfully name the components in a circuit. The majority are able to accurately draw a simple diagram to illustrate this.

136. Standards at the end of Key Stage 2 are above the national average. Pupils in Year 6 investigate the way in which plants react to different conditions. They successfully develop an understanding of photosynthesis. Pupils understand the importance of conducting a controlled experiment and for all comparisons to be made against the control group rather than between different groups. Scrutiny of their earlier work indicates a strong emphasis across the science programmes of study on learning through investigative and experimental work. Pupils predict and give sound reasons for their predictions; when recording the outcomes of their investigations they use chart and diagrams effectively and demonstrate a mature approach to identifying what worked and what did not work. They are secure in their understanding of a fair test, the importance of changing only one variable at a time and of health and safety issues.
137. Although standards are above average at the end of both key stages, the progress pupils make as they move through the school is uneven. Although never less than satisfactory at Key Stage 1, it accelerates in Year 2. At the beginning of Key Stage 2 progress is unsatisfactory. Pupils in Year 3 are not being challenged by work on materials; the level of the work provided is well below their capabilities and the organisation of teaching and learning is such that they have very limited opportunities to think, investigate or experiment as scientists. Scrutiny of pupils' earlier work in this year group confirms this judgement. There is very little written work to see, much of which is unfinished. It is very poorly presented and does not reflect the standards achieved by pupils in their end –of key stage statutory assessments last summer.
138. It was not possible to observe any science lessons being taught during the inspection in Year 4. Scrutiny of pupils' science work in this year group indicates that only a limited amount of the planned science curriculum has been covered so far this year. There is limited evidence of investigative and experimental work being undertaken at a level appropriate to pupils' age and capabilities. Pupils' achievements are below those expected for this year group.
139. Pupils make better progress in Year 5. A group of higher attaining pupils were observed working on electrical circuits. They achieve above the level expected for pupils of this age and make good progress both in the development of their knowledge and understanding of electrical circuits. For example, they understand series and parallel circuits; they can explain and demonstrate how introducing a resistance such as a bulb into the circuit varies the speed of an electric motor. Their investigative and experimental skills are developing well; a particular strength is the way in which pupils rise to the challenges they are given. They share their thoughts; they ask "what, "if" and "why"; they are thinking through their investigations and applying their newly acquired skills well.
140. The school successfully delivers aspects of pupils' health education through the science curriculum. During the inspection pupils in Year 1 welcomed a dental nurse who talked to them about caring for their teeth. As many of the pupils are shedding their milk teeth this proved an appropriate opportunity for them to apply their own experience to their learning and this they did well. They are aware of the need to clean their teeth regularly, eat a balanced diet and avoid too many sugary foods and drinks.
141. The vast majority of pupils enjoy science. They work well with each other, sharing ideas and equipment. Even when the tasks they are given lack challenge they do try to engage their interest and concentration.

142. The quality of teaching is satisfactory at Key Stage 1 with some good features. At Key Stage 2 it is satisfactory; it varies from very good to unsatisfactory. The vast majority of lessons are carefully prepared even though the plans may not be recorded in detail. However, planning to meet pupils' individual learning needs is inconsistent. This results in some pupils finding tasks too difficult whilst others are held back; that said, the planning and support for pupils with statements of special educational need is usually of the highest quality and enables them to make good progress.
143. Most lessons are well managed and resources are well used. This contributes to the satisfactory quality of learning where pupils work productively together and at an appropriate pace. The best teaching draws well on pupils' previous knowledge and understanding. Clear learning objectives drive the planned activities and good provision is made to meet the needs pupils who learn at different rates. Secure subject knowledge and good preparation successfully engage pupils' enthusiasm and interest and contribute significantly to good gains in learning. The contributions of visiting speakers and voluntary helpers have a very positive impact on the quality of pupils' learning
144. Various teaching methods are successfully used. In whole class sessions teachers make good use of opportunities for pupils to think for themselves. Questions are used effectively and pupils' ideas are sensitively developed. Likewise, lesson conclusions (plenary sessions) are appropriately used to review and assess what has been learnt. These strategies make an important contribution to the quality of learning. Where clear learning objectives are identified and shared with pupils, as seen in Year 5, the quality of learning is good as pupils have clear challenges to work for. In the majority of classes literacy and numeracy skills are successfully incorporated into lessons. With computer skills a focus for development at present increasing use is being made of information and communication technology in science for recording and presenting data.
145. A strength of the teaching in Year 6 is the highly organised planning together with the gathering and use of detailed assessment information. Here assessment is an integral part of planning; pupils' achievements are assessed and recorded against a number of pre-determined criteria and strengths and weaknesses identified. From this information the class teacher has been able to build up a profile of pupils' achievements, which will form a secure basis for the forthcoming statutory assessments.
146. One unsatisfactory lesson was observed at the beginning of Key Stage 2. Here, the teacher talked for far too long. Pupils were not provided challenging tasks and they had little opportunity to contribute their own ideas or draw their own conclusions. This weakness in teaching was identified in the previous inspection report. In addition, all too often pupils' efforts were thwarted by unnecessary interruptions from the teacher who fails to provide sufficient time to complete the tasks set.
147. The well-informed co-ordinator has worked hard to raise standards in the subject through the ongoing development of clear plans. These set out how the curriculum is to be covered in each year and give guidance to assist teachers in their delivery of the subject. Although the lack of time for the co-ordinator to monitor and develop work in the subject was identified in the last inspection report, she has only just been given the opportunity to observe the subject being taught. This delay is regrettable for she reports that some of her suspicions have been confirmed; she has already identified a number of weaknesses that need to be addressed. She also reports that she has identified good practice that can be shared with other staff in order to raise standards. This demonstrates the efficient use of the management time she has been allocated.

ART

148. Only a limited number of lessons, in Year 2 and Year 3, were observed during the inspection. These judgements are based on those observations and examination of pupils' work.
149. Pupils have opportunities to work with a range of media and to explore a variety of techniques as they move through the school. At the end of Key Stage 1 they make good progress in their observational work and in their use of chalk and oil pastels. In Year 2 they make good use of their sketchbooks. Their pencil drawings of shells are well observed and the higher achieving pupils use line and shading to good effect. They build effectively on this work when they move to drawing the same subjects in oil pastels. The majority of the pupils in the year group make good use of oil pastels to achieve desired shades of colour. Their observational skills and their capacity to draw on their previous sketchbook work make an important contribution to the quality of their work.
150. Pupils in Year 2 have also worked with chalk pastels. Their still life studies show evidence of close observation and attention to detail. They have also explored weaving techniques and have progressed from paper weaving to collaborating on a three dimensional fabric 'sculpture' of a snowman. They have woven white textiles to form the body of this piece and the end effect has an interesting texture, which invites tactile exploration.
151. In Key Stage 2 much of pupils' work in art is integrated into their work in other areas of the curriculum. For example, work with charcoal in Year 4 is linked to the study of a poem and illustrative work in Year 6 is linked to work on plays of Shakespeare and to work in history. The charcoal work in Year 4 is imaginative and shows evidence of pupils developing an appreciation of the representation of landscape and of distant views. Pupils in Year 5 learn about single point perspective drawing and their work indicates good pencil control. Opportunities are also provided for pupils to work with clay and to fire their pots in the kiln and to glaze and decorate them. In all of this work there is clear evidence of progress being made in the development of skills and in the range of work undertaken. In Year 3 progress is not as evident. The good observational skills developed in Year 2 are not built on in Year 3. The sponge printing work is not far in advance of the same activity undertaken by Year 1 pupils.
152. Good use is made of information technology to enhance pupils' work in art as, for example, in their exploration of patterns and repeating patterns in Year 2 and in Year 5.
153. Teaching and the quality of pupils' learning in Year 2 are good. Pupils with special educational needs make similar progress to others in their class. The lessons are well planned and are suitably resourced. An appropriate range of visual stimuli is offered. There is good continuity between successive lessons and appropriate attention is given to developing pupils' practical techniques and observational skills. Pupils respond well to the sympathetic teaching. The quality of both teaching and learning in Year 3 is unsatisfactory because the work does not build successfully on previous experience, there is a dearth of visual stimuli and pupils are offered insufficient opportunities to think for themselves.
154. Pupils' attitude to the subject varies from good to unsatisfactory. Where they are appropriately stimulated pupils work hard and show good recall of previous lessons. The subject makes an important contribution to their spiritual development. Their good observational skills enable them to develop an appreciation of natural objects. In their work on shells from the seashore they expressed awe and wonder at their complexity and the delicacy of their colours.

155. The co-ordinator is well briefed and the school has a policy and an appropriate scheme of work. However, there is lack of balance and development in the current programme of work being undertaken in the interim period before the introduction of the new National Curriculum in September 2000. The subject is adequately resourced.

DESIGN AND TECHNOLOGY

156. Only limited observations were possible in this subject and it is not possible to make a judgement on the progress pupils make as they move through the school.
157. Year 2 pupils work purposefully with construction toys. They focus on their design brief to build a bridge and show good understanding of the need to consider what the structure is required to do before embarking on building it. Pupils produce a variety of designs and their oral evaluations are thoughtful. Features on the models are clearly linked to the functions they are required to fulfil in the brief. Other pupils are learning to use a needle and thread through making a cross-stitch picture of a snowman. This activity is linked to work in art. They make good progress in their control of the needle. In this lesson pupils with special educational needs make good progress with adult support.
158. Pupils collaborate well with each other and get on well with the task they are set. Pupils are encouraged to develop good levels of independence by the support staff and volunteers working with them.
159. Other evidence of work in this subject is fragmentary. Pupils do have opportunities to design and make hats for Easter. Photographic evidence indicates that these are varied and colourful. Work on designing rocket models in Year 6 indicates that pupils are able to record their ideas in clear sketches and to select the materials to achieve desired effects. Models examined were well finished. Year 1 pupils have made puppets in connection with their work on the Chinese New Year.
160. Pupils are working with an outside community project. They have surveyed the school grounds, and designed and helped to implement improvements. This work has helped them to understand the importance of a systematic approach to design and has given them opportunities to record their work. The project is ongoing and is now in its second year.
161. Although the school is adequately resourced, design and technology has not moved on significantly since the last inspection. The school has a policy for this subject but it is out of date. The scheme of work implies that all aspects of the subject are studied but gives little indication of how pupils' specific practical skills and knowledge and understanding will be systematically developed.

GEOGRAPHY

162. There were limited opportunities to observe lessons in geography during the inspection; teachers' planning, pupils' previous work and displays have helped to form judgements. Achievement is broadly average and is similar to the previous inspection findings. Pupils, including those with special educational needs, make satisfactory progress.
163. A strength of the school's provision is the way in which the school and local environment are used for geographical study. Through this skills with using and making maps are built on in an effective way. From the use of simple maps of the school environment skills are built upon progressively in different year groups. By the beginning of Key Stage 2 pupils can use simple grids and keys and identify landmarks in maps of Atherton. Older pupils work on 'Eco school projects' in relation to their study of people and places. They develop more advanced skills with planning and map-making as they survey and record

improvements identified for the school grounds. Older pupils widen their knowledge and understanding of different areas of Britain and other countries. Educational visits to Coniston provide a wealth of experience for the study of a contrasting environment, river study and orienteering whilst a focus on Chembakoli in India opens up issues of different cultures and lifestyles.

- 164. Pupils enjoy geography. They collaborate well with each other when discussing the pros and cons of life in contrasting locations. The quality of teaching in the lessons seen is satisfactory.
- 165. The policy and scheme of work for geography are well thought out and offer up-to-date guidance for teachers. The subject is managed satisfactorily but as yet monitoring of standards and teaching, as in most other foundation subjects, is not well established. Literacy and numeracy skills are appropriately used. Pupils make use of various computer programs which offer access to geographical information and facts. Resources for geography are appropriate and accessible for lessons.

HISTORY

- 166. Only a limited number of lessons in history were observed and so judgements are supported by evidence from planning, pupils' previous work and work on display. Pupils achieve well in history at both key stages. The school's provision in this area of the curriculum has improved since the last inspection.
- 167. A strength in Key Stage 1 is the use of first-hand experience to enliven and give meaning to the study of the past. Pupils understand that everyday life changes with the passing of time. Through handling a range of artefacts from Victorian times pupils begin to identify similarities and differences. They ask historical questions related to the use of a 'mangle', 'wash tub' and a 'posher' and predict how artefacts were used. For instance, pupils compare plastic and wooden 'dolly pegs' and decide that plastic was not used in Victorian times. Many pupils relate stories their parents and grandparents have told about the past and so start to use historical language such as 'a hundred years ago' or 'in the war'. The use of simple time lines is supportive of the pupils' growing sense of chronology. Discussions in history lessons are lively and pupils widen their knowledge and understanding of the past. However, scrutiny of pupils' previous work indicates that the way in which they communicate their historical findings is mainly through worksheets and this can be disappointing. There is less personal writing in history than is expected.
- 168. At Key Stage 2 pupils study such 'topics' as the Ancient Greeks and aspects of British history in greater depth. They develop a clearer understanding of chronology and discuss how historical events can effect change. For instance, in the study of the Trojan Wars the importance of the 'wooden horse' is understood in relation to future events. In researching historical information pupils use good computer skills to recall information and to edit and produce final copies of their work. They are asked to consider fact from fiction as they develop their own points of view, for instance, about famous archaeologists of the past. Pupils with special educational needs work well alongside others, are ably supported and make good progress.
- 169. Pupils' attitudes are good and they work hard in history lessons. Discussions with pupils show that older pupils anticipate the 'next topic' to be taught and start to research the subject beforehand.
- 170. Teaching is good in the limited number of lessons observed. Teachers' enthusiasm and subject knowledge is reflected in the good quality of lessons observed. History is managed satisfactorily and is well resourced to support learning.

INFORMATION TECHNOLOGY

171. Major weaknesses were identified in the school's provision for information technology in the last inspection. Although this was not a key issue for action, the governing body determined that the provision of a computer suite should be a priority and over three financial years built up reserves to enable this to be realised. A room has been converted and equipped with state-of-the art equipment. The new facilities have been in use since the beginning of the school year. Skill-based lessons are successfully raising pupils' competencies and providing them with a growing range of information and communication technology skills. These are soundly used across the curriculum for word-processing in English, information searches in history and geography, handling mathematical data, creative art and composing music. Literacy and numeracy skills are being applied successfully.
172. Attainment at the end of Key Stage 1 is similar to that found in schools nationally. Pupils are gaining confidence in the use of computers and programs; they make good gains in learning. They have a growing awareness of the contribution information technology makes to their everyday lives. They can successfully "log on" to the system, respond to prompts and enter their names and passwords without help. They accurately use the keyboard and the mouse to click, drag and drop. They can effectively select a required program from a set of icons and follow instructions to select the appropriate level at which to work. They can retrieve their earlier work, make changes and then save and exit from the current program with the minimum of help.
173. Attainment at the end of Key Stage 2 is similar to that found in schools nationally. Pupils are familiar with the use video recorders, telephones and computer-controlled equipment in every day life. They can discuss the benefits of such equipment and relate this to their own life and leisure. The new provision is enabling them to make good gains in learning. When using computers they know how to load and access a range of different programs. They successfully use the mouse to move around the screen and select the next stage of their work. They are able to prepare work for printing. They make appropriate use of toolbars and can successfully access and obtain information from CD-Roms. A number of pupils are already familiar with the use of email and the Internet through using it at home; the school has only recently had this facility added to its system.
174. Pupils have made good progress in the development of skills and understanding in the short time the suite has been operational. Skills are being systematically developed and are successfully applied to subjects across the curriculum. In Year 1 some pupils work successfully with a program that shows the time on both analogue and digital clock faces. They use the mouse to select and confirm the correct times. Other pupils sort, classify and move items using the mouse or moving north, east south and west with the cursor keys when engaged in a 'Jelly bean' hunt. In Year 2 pupils can select different styles and font sizes; they can highlight text, drag and drop changes and select the icon to enlarge or reduce the size of the text. Using a voice-prompt word processor they correct text, make it bold and centre it. They identify a range of reasons why and opportunities as to how they can use the computer for writing across the curriculum.
175. In Year 5 pupils use 'Music explorer' to play a identifiable tune such as 'Three Blind Mice' or 'Jingle Bells' and then compose a short melody of their own. Through using this program they are developing not just their musical skills but also their computer skills as they follow the instructions on the screen, using the mouse to accurately select and confirm their response. In Year 6 pupils are entering, processing and retrieving data using an 'Information Workshop' program. They understand how information can be entered into a database and then presented in a variety of formats involving graphs and charts. They are starting to appreciate that the computer can be successfully used to sort and display specific information.

176. Pupils with special educational needs make good progress in relation to their needs and achieve success in their work. Appropriate provision has been made for pupils with visual impairment to access equipment but as yet there is no provision to ensure that pupils in wheelchairs can access computer equipment with comfort. The school is awaiting the delivery of furniture to complete the suite. Conditions are cramped and this is starting to have an impact on the amount of progress they can make in lessons.
177. Pupils have positive attitudes to information technology. They are well motivated and concentrate well on the tasks they are set, maintaining their interest for extended periods of time. Pupils co-operate well with each other in lessons and as seen in Year 6 collaborate effectively. They handle equipment with confidence and care.
178. Overall, the quality of teaching is good at both key stages. Members of staff have worked hard to improve and extend their own skills and to become familiar with the programs to be used with their classes. This is having a good impact on pupils' learning. The pace of lessons is usually brisk and appropriate time is made available for all pupils to use the computers. Timetabling two teachers to work with each class in this introductory period has effectively raised staff confidence and the rate at which pupils have acquired new skills and understanding. Together with voluntary helpers and students under taking work experience this provision has contributed well to the quality and pace of pupils' learning.
179. Teachers give clear instructions and progressively develop skills. Lesson introductions are well focused and conclusions effectively draw together the main teaching and learning points. Good support is given to pupils who need additional help. Teachers' expectations of what pupils can achieve are realistic but their planning does not consistently identify tasks that can provide a more strenuous challenge for higher attaining pupils.
180. Good strategic planning by governors and the management team has enabled the school to provide the latest equipment and raise the standards being achieved by pupils. There is still, however, work to be done. The school's policy and scheme of work is in urgent need of revision to reflect the new provision. At present there are no formal arrangements in place for assessment.

MUSIC

181. During the inspection it was only possible to observe music being taught in Key Stage 2 as lessons for Key Stage 1 classes fell outside the inspection period. A music specialist takes all class lessons at both key stages and leads hymn practices. As reported at the time of the last inspection this practice makes good use of staff expertise and enhances the quality of music in the school.
182. When singing in assembly and hymn practices, pupils are reasonably tuneful and successfully take the lead from a piano accompaniment. They listen carefully to music played as they come in and go out.
183. Pupils in Year 6 collaborate well with each other when working on graphic scores. They choose instruments carefully, giving thought to the quality of the sound they want to create. In debating which instruments to use and when they give good attention to the quality of the sound they produce, its duration and impact. They make good choices and reflect well on what they produce and how they can improve it.
184. Year 4 pupils successfully use tuned and untuned percussion instruments to create an accompaniment to an African folk song. They listen carefully to the recording and to the teacher's rendition of the melody on a penny whistle and quickly identify its rhythm and dynamics. They know the names of the instruments they are using and how to play them

correctly. They follow a given beat well and understand the relationship between sound and silence. Year 3 pupils respond enthusiastically to South American dance music. They have a good grasp of the rhythm and successfully perform dance sequences involving steps forwards, backwards and sideways.

185. Pupils with special educational needs are well supported by adults and fellow pupils. They are able to play a full part in lessons and make similarly good progress to the rest of the class.
186. The majority of pupils have good attitudes to music. They enjoy lessons and take a full part in activities. Most concentrate well and can sustain their concentration for extended periods. A small number of pupils mainly in Year 3 have difficulty in this and quickly become distracted.
187. The quality of teaching is good. Teachers' planning is well prepared and clear objectives are established. The progressive development of skills is evident. Lessons are conducted at a good pace and questions are used to focus and direct learning effectively particularly for the higher attaining pupils in Year 6. Literacy and numeracy skills are used appropriately. Pupils are well managed, with appropriate sanctions being administered.
188. Many pupils benefit from the provision of instrumental teaching. They have opportunities to learn keyboards, guitar and orchestral instruments from visiting teachers. The music co-ordinator runs a school band as an extra curricular activity; there is a waiting list for places. Members of the band value each other's contributions and enjoy performing in school and within the local community. Their repertoire includes both modern and traditional music.
189. Resources for music are appropriate. Opportunities for composing using information technology are being successfully developed. The co-ordinator has successfully ensured that the music from a wide range of different cultures is studied. The management of the subject is secure.

PHYSICAL EDUCATION

190. Only three lessons in this subject were observed during the inspection and all of these were in dance. From the limited evidence available pupils make satisfactory progress.
191. Pupils in Year 2 travel in a variety of directions using different methods. They are able to develop ideas such as travelling in large or small steps, making light or heavy jumps and respond appropriately to the music. They respond well to opportunities to apply creative effort and to make choices and to try different ways of doing things. They can suggest ways in which things can be improved. The quality of learning is good. All pupils, including those with special educational needs who are in wheelchairs, show interest, sustain concentration and learn well.
192. In Year 3 pupils' dance skills develop at a slower rate than in Year 2. The main weaknesses here are in the extent to which pupils use their whole bodies in dance and in their awareness of and use of space. Pupils have insufficient opportunities to analyse their work and to practise and develop individual dance skills and this adversely affects the quality of their learning.
193. In Year 5 opportunities are given for pupils to appraise each other's performance and this improves the standards achieved during the lessons. Pupils in Year 5 have the level of co-ordination skills expected for their ages.
194. Pupils enjoy dance and generally work hard and sustain concentration. When the pace of the lesson is good and there are clear learning objectives pupils behave well. They take

great pleasure in performance and show considerable pride when they feel they have made an improvement.

195. The quality of teaching is satisfactory overall. The shortcomings in Key Stage 1 reported at the time of the last inspection have been successfully addressed. The strengths in the teaching are that in the majority of the lessons pupils are challenged appropriately and they are given opportunities to analyse, reflect on and improve their work. Literacy and numeracy skills are effectively deployed. Appropriate attention is paid to providing opportunities for pupils to warm up but insufficient time is given to ensure that there are opportunities for cooling down in every lesson.
196. The school provides a good range of extra-curricular sporting activities which complement those offered as part of the physical education curriculum. The school has enjoyed considerable success in local school leagues and has been the winner in both football and cricket in recent years.
197. The curriculum for physical education is satisfactory. The scheme of work provides an appropriate basis for lesson planning. Pupils in Key Stage 2 learn to swim and the great majority of them succeed in meeting the expected standards by the end of the key stage.