

INSPECTION REPORT

St. Luke's RC Primary School
Salford

LEA area: Salford

Unique Reference Number: 105966

Headteacher: Mr D Caldwell

Reporting Inspector : Mrs R J Schaffer
23698

Dates of inspection : 8th – 12th November 1999

Under OFSTED contract number: 706790

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant & Junior with Nursery
Type of control :	Voluntary Aided
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Swinton Park Road, Salford M6 7WR
Telephone number:	0161 736 6874
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Appropriate authority :	The governing body
Name of chair of governors :	Reverend Father J Williams
Date of previous inspection :	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs R J Schaffer, RgI	Information technology, History.	Attainment & Progress, Teaching, Pupils' spiritual, moral, social and cultural development, Leadership and management.
Mrs Tina Bradley, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Support, guidance and pupils' welfare, Partnerships with parents and the community.
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The Registrar
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MAIN FINDINGS

What the school does well

By the time they are eleven, the pupils achieve a high standard of work in English and science.

- Throughout the school the pupils make good progress in design technology, history, geography and physical Education.
- By the time they are seven pupils achieve a high standard in English, mathematics and science. The pupils behave very well in class and have good attitudes to their work.
- There is a very good quality of education for the children under the age of five.
- The curriculum is well planned and there are very good procedures for assessing pupils' achievements.
- Learning assistants and all non teaching staff are very well trained. The learning assistants make a very good contribution to pupils' progress.

Where the school has weaknesses

By the end of Key Stage 2, pupils have not reached the nationally expected level of attainment in information technology.

I. The school's planning for improvement does not provide an opportunity for the leadership to review and evaluate all areas of the school and check whether they reflect the school's mission statement.

II. The efficiency of long-term financial planning is unsatisfactory.

III. The governors have no policy for health and safety and some aspects of health and safety are not given due attention.

IV. The shared dining facilities at Oakwood High School and the outside temporary classrooms provide unsatisfactory accommodation.

V. A number of statutory requirements are not met, most important of which relates to child protection procedures.

The school's many strengths outweigh its weaknesses. The governors will draw up a plan to show how the school intends to tackle the weaknesses identified during the inspection. The plan will be sent to all parents or guardians of the school.

How the school has improved since the last inspection

The school has made good improvement since the last inspection. The headteacher and co-ordinators monitor and evaluate teachers' planning well. The pace of lessons and the use of time throughout the school have improved. Work is well matched to pupils' needs and experiences. However, in mathematics this aspect is in need of further improvement. Although pupils' attainment in information technology does not match the national expectations at the end of Key Stage 2, it has improved significantly and pupils are making good progress in lessons. However, the school has not yet provided enough computers for pupils to work independently. Pupils' attainment in design technology has risen considerably. The deputy headteacher has a good overview of the curriculum and year group planning teams work together well. Most staff are willing to take on board new curriculum changes. Procedures for monitoring and evaluating the pupils' performance both in the school's own tests and in the national tests are good and these are used well to identify strengths and weaknesses. The library is now attractive and has a satisfactory stock of fiction books, although there is a need for further improvement in the number of non-fiction books.

The school has shown a willingness to tackle areas in need of improvement and teaching staff are very committed to raising pupils' attainment. However, the headteacher has not set up formal systems for monitoring teaching, and the current weaknesses in budget planning set limitations on the school's present capacity for improvement which is judged to be satisfactory.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>Well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	A	A		
Mathematics	D	D		
Science	A	A		

The pupils' performance in English and science was well above the average when compared both to schools nationally and to similar schools. The pupils' performance in mathematics was below average nationally and in comparison to similar schools. In English and science, the attainment of pupils now in Year 6 is well above average, that is similar to the attainment as shown in the school's results in national tests in 1999. In mathematics, the pupils' attainment in Year 6 is close to national expectations and this represents a rise in attainment. In Key Stage 1, pupils' attainment is above average in English, mathematics and science. By the time they are five years of age most children are able to work at a higher level than usually expected for children of this age.

In information technology, the pupils' attainment at the end of Key Stage 1, matches the national expectation. In Key Stage 2, pupils' attainment is below expectations.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Good	Good
Information technology		Good	Good
Religious education	Not inspected	Not inspected	Not inspected
Other subjects	Good	Good	Good

There is good teaching in all year groups. Teaching is never less than satisfactory with 73 per cent being good and better and 25 per cent is very good and excellent. Teaching in the nursery is never less than good and very good and excellent in 75% of lessons.

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils have very good attitudes to their work. Their behaviour in class is very good. They develop good relationships with each other and with their teachers and are polite and helpful to adults.
Attendance	Attendance is good. Punctuality is satisfactory. A few pupils arrive late.
Ethos*	Good. The pupils have very good relationships with each other and with the adults within the school community. The teachers have high expectations of pupils' achievements and of their behaviour.
Leadership and management	Satisfactory. There is good leadership in curriculum development and in improving the quality of education but the headteacher and governors have not established an overview for whole school planning which allows them to review and evaluate all the areas of school and check whether they reflect the school's mission statement.
Curriculum	Good. The curriculum is well planned and provides pupils with a wide range of experiences. The curriculum in the nursery is particularly stimulating. The provision for extra-curricular activities is good. It allows pupils to achieve outstanding results in games and athletics in competition with other schools.
Pupils with special educational needs	Support and assessment for pupils with special educational needs is good. There is good planning between class teachers and the special needs teacher so that when withdrawn from class pupils are still following a similar programme of study. The school has no procedures for identifying the very high attaining pupils.
Spiritual, moral, social & cultural development	The moral development of pupils is very good. Social development is good. The provision for pupils' cultural and spiritual development is satisfactory.
Staffing, resources and accommodation	There are sufficient well-qualified staff. The experience and qualifications of support staff is very good. Parts of the accommodation are unsatisfactory, despite the governors working very hard to improve matters. The entrance hall and assembly hall have no displays either by adults or pupils to reflect the school's aims and to celebrate pupils' achievements. Resources in subjects such as physical education are good, in others they are only just sufficient.
Value for money	Good. Children enter the school with average attainment and leave with well above average attainment in English and science, a good level of attainment in a number of other subjects and with good moral standards and attitudes to work.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

<p>VI. The school helps pupils to achieve a high standard of work.</p> <p>VII. They can approach their child's teacher with a problem and feel they would be listened to. The care and guidance for their children, particularly those who joined the school late and needed help with settling in.</p> <p>VIII. Their children like to come to school.</p> <p>IX. The values and attitudes promoted by the school</p>	<p>X. They do not feel that the sch</p> <p>Parents do not feel they have enough</p> <p>XI. The classes in which there a</p> <p>XII. A few parents felt they were</p> <p>XIII. Parents are not happy about</p>
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Inspectors agree with all the parents' positive comments.

The school has a sufficient number of parents' evening to discuss pupils' progress and class teachers are always willing to see parents during the term if they are asked. School reports are detailed and most teachers explain well in the report what pupils need to do to improve. However, there is no specific guidance to ensure that reports do contain this element nor do they tell parents the school's targets for pupils in the core subjects. The nursery notice board provides parents with good information on what is being taught. However, in the older classes although some individual teachers give parents information either at the start of the term or at other times on what topics are to be covered this is not done throughout the school. Inspectors found that the planning and teaching in the classes with two year groups addresses the problems of two levels of maturity well. The school informed inspectors of times when parents have helped in classes, such as helping in the library to restore books and making costumes for the school productions. There were no parents helping in class during the inspection and the team felt that while teachers would mostly welcome parents' help, there was no strong lead from the management to encourage parents into school. Inspectors agree with parents' concerns about the dining facilities.

KEY ISSUES FOR ACTION

In order to raise standards further and to improve the school the headteacher and governing body should:

- XIV. implement the current action plan for information technology so as to continue to raise the pupils' attainment and ensure that information technology can be used to support pupils' work in other subjects. (Paras: 19,42,122,124,125)
- improve the efficiency of financial planning by the following measures:
 - the finance committee should put in place a prioritised financial plan, linked to the school improvement plan, for a year ahead with outline plans for at least a further year (Para: 68)
 - the finance committee should be provided with up-to-date information on the performance of the budget within an agreed and reasonable time frame so that they can judge the effectiveness of their planning. . (Paras: 68,73,79)
- XV. improve the method of school development planning so that all areas of school life are reviewed and evaluated against the mission statement over an agreed period of time, possibly three years, and record the evaluation so that it can be used as a basis for future decisions (Para: 67)
- XVI. agree and implement a health and safety policy and record the current risk assessments which are undertaken so that they can be reviewed and evaluated regularly and attend to the items of health and safety detailed in the report. (paragraph references (Paras 62,68)
- XVII. ensure that all staff are aware of child protection procedures. (paragraph reference (Para: 61)
- XVIII. continue with the very good efforts made to press the appropriate authorities, for improved accommodation for the two classes which are in the temporary structures and for the proposed new school canteen. (Para: 76)
- Further minor areas for improvement are;
- XIX. improve the upkeep of the entrance hall and assembly hall so that they reflect the aims of the school and celebrate the pupils' work (Paras: 53,77)
- XX. include all the required items in the annual report to parents and the school brochure (Para: 64)
- XXI. provide appropriate terms of reference for those governing body committees which do not have these (Para: 68)

INTRODUCTION

Characteristics of the school

1 St. Luke's Roman Catholic Primary school is situated in the Claremont ward of Salford. Some pupils come from neighbouring areas in order to receive Catholic education. The area does not suffer a high level of unemployment.

2 The school has voluntary aided status. The school's admission's policy reflects its Catholic status and its first category for admission is children who are baptised as Catholics and living in the parish or a part of the neighbouring parish. There are currently 299 pupils on roll. This is bigger than the average size of primary school in England. Class sizes are similar to the national average.

3 Children are admitted to the nursery in the September of the year in which they are four years old. They attend part-time in the autumn term and then full-time in the spring term. Currently there are 28 children on roll. There are forty one children in the reception classes and they all attend full-time. At the time of the inspection only nine were five years old.

4 The attainment of pupils on entry to the nursery school is similar to what is generally seen in children of this age. Nine per cent of pupils are on the register for special educational needs. This is well below the national average. Just over one per cent have statements of special needs which is also below the national average.

5 The school does not have its own dining facilities and this means that a larger proportion of pupils than usual brings a packed lunch. This in turn reflects on the percentage of pupils applying for free school meals which is currently 9.8 per cent and below the national average. There is a very small percentage of pupils who speak English as an additional language.

6 The school aims to provide a Roman Catholic education for its pupils in a loving, caring Christian atmosphere which reflects the Gospel message and to assist parents in the duties which they accepted at the child's Baptism. The school seeks to fulfil the potential of every child in their moral, social and educational development, recognising the uniqueness of each individual as a member of God's family.

7 In order to achieve these aims the school has set itself a number of priorities chief amongst which are to:

- implement the National Numeracy Strategy,
- continue to use the National Literacy Strategy,
- improve the use of the computer suite and develop staff skills in information technology,
- provide specific teaching on other faiths in religious education,
- continue to bid for a canteen on site.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year: 1999

Year	Boys	Girls	Total
99 (98)	16 (25)	22 (25)	38 (50)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above Percentage at NC Level 2 or above	Boys	15	15	13
	Girls	22	21	21
	Total	37	36	34
	School	97 (90)	95 (86)	90 (92)
	National	82 (81)	83 (85)	87 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above Percentage at NC Level 2 or above	Boys	14	14	14
	Girls	22	21	22
	Total	36	35	36
	School	95 (88)	92 (92)	95 (92)
	National	82 (81)	80 (83)	86 (83)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
99 (98)	15 (12)	24 (15)	39 (27)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above Percentage at NC Level 4 or above	Boys	14 (11)	12 (4)	15 (9)
	Girls	20 (15)	14 (9)	23 (14)
	Total	34 (26)	26 (13)	38 (22)
	School	87 (93)	67 (48)	97 (81)
	National	68 (63)	69 (62)	78 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above Percentage at NC Level 4 or above	Boys	14	13	15
	Girls	22	15	22
	Total	36	28	37
	School	92(81)	72 (70)	95(89)
	National	68(63)	69 (64)	75 (69)

Attendance

Percentage of half days (sessions)
missed through absence for the

		%
Authorised	School	4.8

latest complete reporting year

Absence	National comparative data	5.6
Unauthorised	School	0.7
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	23
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 In the 1999 National Curriculum tests at the end of Key Stage 2, the performance of pupils was well above the national average in English and Science. It was below the national average in mathematics. When the school's results are compared to those of similar schools they are well above the average for English and science and below the average for mathematics. Taken over a three year period the school's results in English and science have consistently been above the national average. Results in English were very high in comparison to the national average in 1998. Results in mathematics were below the average in 1998 and in 1996, and in 1997 they matched the average. There is a clear trend of lower attainment in this subject. The attainment of boys in literacy in the 1999 tests at both key stages was below that of girls. The school has taken steps to address this and current attainment differences between boys and girls at the end of the key stages are not significant. The lower performance at the end of Key Stage 2, in 1999, reflects the higher number of boys in the cohort with special educational needs.
- 2 The pupils currently in Year 6 are achieving standards in English and science which are well above national expectations. The school's assessments show that by the end of the year these pupils should achieve results in national tests similar to those achieved in 1999. Their attainment in mathematics is close to national expectations. This represents a rise in attainment. The improvement in mathematics reflects well planned lessons where pupils are provided with good opportunities to develop their understanding of the processes of mental calculations. During 1998, the school recognised weaknesses in their approach to teaching mathematics as not providing pupils with sufficient opportunities to solve problems through a secure understanding and use of mental calculations. This weakness is being addressed with the introduction of the National Numeracy Strategy, although some teachers in Key Stage 2 are not yet confident in this method of teaching.
- 3 In the 1999 National Curriculum tests at the end of Key Stage 1, the performance of pupils was well above the national average in reading and writing. In mathematics the pupils' achievements matched the national average. In teacher assessment in Science, the number of pupils achieving the expected level (Level 2) was above the national average. The school's results in 1999 were similar to those of 1998 in all three subjects, except for the proportion of pupils achieving the higher level (Level 3). In English more pupils gained the higher levels than in the previous year whereas in science there was a decrease. The pupils' attainment in Year 2 at the present is above national expectations in English, mathematics and science.
- 4 On entry to the nursery class, the children's attainment matches that generally found in children of this age. Children make good progress in the nursery and reception classes so that by the time they are five the children's attainment in mathematics and English exceeds what is generally expected for this age. Children are very familiar with books and can talk about stories and predict what might happen in them. They can recognise and write their own name correctly using well-formed letters. They can count confidently to 12 and use their fingers accurately to work out an addition of two numbers under ten.
- 5 In Year 2, pupils' attainment in speaking and listening and writing is above expectations. In reading it is well above. They can listen to explanations, stories and instructions thoughtfully and show their understanding both by responding to questions and by posing questions themselves. Pupils read stories and non-fiction fluently, pausing appropriately at full stops. Higher attaining pupils make use of speech marks and question marks as they read aloud. Pupils communicate their ideas well in writing. They use lively vocabulary choices in their descriptions. When writing about famous people in history for example one pupil described Henry the Eighth's character as "grumpy" after explaining how he had treated his wives. Most write with a joined hand that is well formed.
- 6 In Year 6, pupils' attainment in all parts of the programme of study for English is well above expectations. The pupils read an adapted version of "Macbeth" with obvious enjoyment of the dramatic qualities of the script. Some pupils make close reference to the text when explaining their opinions of the play. The pupils write in a variety of styles and genres. They write well reasoned book reviews, recounts, descriptive pieces and poems. Most recently

they have produced poems personifying the elements, their expressive use of imagery bringing to life thunder, lightening and storms. They organise their work well into paragraphs and use appropriate punctuation.

- 7 In mathematics, in Year 2, pupils have a secure knowledge of the value of digits in numbers over ten. They have a good understanding of the sequence of numbers to 100. They can use doubling and halving in addition and subtractions with confidence to help them in their calculations. Most know and can recall multiplication facts for 2, 3, 5 and 10. They have made a good start in understanding how to explain the ways they have carried out a mental calculation.
- 8 In Year 6, pupils can name and explain the properties of two dimensional shapes such as the rhombus and parallelogram. They can name and explain obtuse and acute angles but some pupils have difficulty in explaining how to use a protractor to measure angles to the nearest degree. They multiply using numbers up to 10 competently and can reverse these calculations and explain the usefulness of this; but not all pupils are confident in seeking out their own methods to solve problems.
- 9 In science, pupils in Year 2, can explain how they hear by sound travelling into the ear. They have a good knowledge of the parts of the body and their uses. In Year 6, pupils have a good understanding of the purpose of different internal organs such as the lungs, heart and liver. They are confident in explaining how their pulse rate will increase after exercise. They are able to explain the need to account for the number of variables in a fair test, for example when investigating the length and direction of shadows throughout the day.
- 10 The pupils' attainment in English and science is higher than in mathematics. Teachers have consolidated their curriculum planning for English and science well over the last three years and their knowledge is good. In mathematics in the past there has been too great a reliance on paper and pencil calculations and insufficient attention to developing pupils' confidence in mental calculations and supporting them with good explanations of mathematical processes. This is now being addressed through the implementation of the National Numeracy Strategy and teachers are tackling the problem with insight and determination.
- 11 The pupils are working at the appropriate level in both the national framework for Literacy and Numeracy. They make use of their skills in reading and writing very well in all the other subjects. For example, they produce well written and informative recounts and explanatory pieces in geography, history and science. They use their understanding of mathematics to some extent in science and geography but this could be extended, particularly for higher attaining pupils. In Year 6, pupils have insufficient experience of using their knowledge of mathematics in information technology, for example in data handling most of the higher attaining pupils were unable to explain why it was better to show the information they had selected in a bar chart rather than in a pie chart.
- 12 The pupils' attainment in information technology at the end of Key Stage 1 matches the national expectations for pupils of this age. At the end of Key Stage 2, it is below the expectations for eleven year olds. At the end of Key Stage 1, pupils can present information in different ways, for example through the use of an art package they can produce good pictures of a landscape. They can save and retrieve work and print it out. At the end of Key Stage 2, they successfully interrogate a data base already installed in the computer but have had little opportunity to amend and add to the information held in a data handling programme and consequently are unable to make decisions about the quality of information.
- 13 The school set targets for the pupils' attainment as measured in the national curriculum tests at the end of Key Stage 2. The target was set at an appropriate level for English. The target for the year 2000 was exceeded in 1999 and the headteacher has recommended a higher target to governors. The target for mathematics was too low. The school now recognises that it needs to raise its expectations in mathematics.
- 14 At the end of both key stages, the attainment of pupils in physical education is above that usually found in pupils of this age. This is as a result of the school's emphasis on the importance of this subject and the commitment of staff to provision of after school's sessions. In geography, history and design technology attainment is also above what is normally seen at this age, and in music and art it is close to that typical for their age.
- 15 The pupils make good progress in English and science in both key stages. Pupils with special educational needs make good progress in both subjects. In English pupils with special educational needs are given appropriate support both in the times when they work with the specialist teacher and in the classroom. There is good joint planning to

ensure that they have a continuous programme of work. In mathematics progress of pupils of all levels of attainment is good in Key Stage 1 and in Key Stage 2, it is now satisfactory. In Key Stage 2 progress is good in those lessons where the requirements of the National Numeracy Strategy have been well interpreted and activities are matched to different levels of attainment. However, there are still some classes where work is of the same level of difficulty for all pupils and this slows progress..

- 16 Progress in information technology is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils' progress is good in both key stages during the weekly lessons for each class. In Key Stage 1, the weekly lessons build securely on the pupils' previous knowledge so that they achieve the expected levels by the end of the key stage. However, in Key Stage 2, in the older classes pupils, who are now making good, and in some cases very good progress, have made insufficient progress in previous years for them to achieve a high enough level in all the programmes of study of the National Curriculum. Currently in Key Stage 2, pupils in Years 3 and 4 make good progress overall. Pupils with

special educational needs make similar progress to the other pupils in their class. They receive good support in the small class groups which are taught in the computer suite and where work is well matched to pupils' individual attainment. This situation represents a good improvement on what was reported during the previous inspection.

- 17 The school has addressed the weaknesses in attainment identified in the previous inspection report which were in design and technology and information technology. Pupils' progress in design technology is now satisfactory in Key Stage 1 and good in Key Stage 2. This is as a result of improved planning and determined subject leadership.

Attitudes, behaviour and personal development

- 18 The children under five in the nursery and reception classes sit and listen attentively to stories and participate in group activities for a longer time than is usual for children of this age. They use their classroom resources well, putting them away in appropriate places when asked to do so. They respond to requests by adults promptly and behaviour is very good.
- 19 At Key Stages 1 and 2, pupils have very good attitudes to their work. They listen to instructions with care and do their best to carry them out. They concentrate on their tasks, working with perseverance when necessary. During the Literacy Hour when pupils are required to work without direct adult supervision, they do so sensibly allowing the teacher to concentrate on the group identified for attention. Pupils take pride in their work and their enthusiasm for their lessons has a very good impact on their learning.
- 20 Pupils' behaviour in class is very good. When moving around the school they behave sensibly and behaviour at playtimes and lunchtimes is generally good. However, their attitude to the school environment is not at the same good level as their general behaviour. For example, they drop litter during playtimes without much thought. Pupils sometimes kick drink bottles or cartons around the playground indicating a lack understanding of the need to care for the environment. At the end of assembly small ripples of chatter break out, even though pupils are aware that teachers would prefer them to leave the assembly hall quietly. During physical education in the older classes there is sometimes chatter. There has been one exclusion during the past year and the rate of exclusions is falling.
- 21 Very good relationships exist in the school. Pupils of all ages take care of each other on the playground and in the classroom. The very few pupils from different ethnic backgrounds are well integrated into the school community. During the inspection, a complaint regarding unacceptable behaviour ended in willing apologies and reconciliation in accordance with the school's discipline policy. Pupils are courteous, trustworthy and responsible. They co-operate well with each other in the course of their work. All pupils enjoy conversation with visitors and enter into spontaneous discussion in the classrooms. These very positive qualities are fostered by the good example of the headteacher and all the adults in the school. Pupils are encouraged to undertake charitable work and to consider people less fortunate than themselves. Pupils from all classes accept responsibilities willingly when they are asked to do so. Year 6 pupils take on the role of prefects well and carry out their duties sensibly.
- 22 Parents appreciate the very good attitudes of pupils to their work. There has been an improvement since the last inspection when attitudes were found to be satisfactory and sometimes good.

Attendance

- 23 Attendance is good. Punctuality is satisfactory. A few pupils arrive late for the start of the school day. The class

registers now fully comply with statutory requirements and are completed satisfactorily. The last inspection report described attendance as excellent and current levels have fallen below this standard. Some pupils are taken on holiday during term time. Such absences have a detrimental effect on the learning and progress these pupils make during the school year.

QUALITY OF EDUCATION PROVIDED

Teaching

- 24 The quality of teaching is good in all year groups. Teaching is never less than satisfactory with 73 per cent being good and better. Of this, 23 per cent of all lessons is very good or excellent. There were no unsatisfactory lessons.
- 25 The quality of teaching is very similar in both key stages. In the nursery there is a higher proportion of teaching which is very good and excellent than in other classes. It is never less than good and very good and excellent in 75 per cent of lessons.

- 26 The nursery environment is very stimulating and very well organised. Teaching staff skilfully help children to learn as they participate in the wide range of activities. These have been carefully planned to meet the next stage of the children's learning. The proportion of very good lessons is lower in the reception classes but similar to the rest of the school.
- 27 In English, teachers' good knowledge and obvious enjoyment of literature, and varied forms of writing, is communicated successfully to pupils. Throughout the school teachers have a high level of expertise in teaching reading and writing and this has been a corner stone in the pupils' achieving above national expectations. Teachers expect a good standard of presentation in pupils' work and they challenge pupils to think critically about the texts they read. In subjects such as science, geography and history teachers plan the kind of activities where pupils ask questions which illustrate their depth of thought. The subject co-ordinator for mathematics has a very good understanding of the objectives of the numeracy strategy but some teachers are not fully confident in their expertise in this new method of teaching mathematics.
- 28 In nearly all lessons, appropriate objectives for learning are planned and set out clearly. In some, the plenary session is used to assess whether these objectives have been achieved. The information technology lessons in the computer suite are planned very carefully so that pupils systematically build up their skills. The lessons always provide a good plenary when pupils tick off the tasks they have completed and the learning assistant checks their understanding. In some mathematics lessons, the plenary is less well planned and pupils' understanding of the objectives of the lesson are not sufficiently assessed. Support staff are deployed very well throughout the school, they plan with teachers and on occasions develop the planning themselves to provide more opportunities for pupils' learning.
- 29 A good range of methods and strategies are used. Explanations by teachers are generally informative and lively and provide opportunities for pupils to contribute. In science, teachers have developed a good balance between explanation and investigation. This allows the development of pupils' knowledge of scientific facts and relevant vocabulary together with their understanding, through direct experience, of the scientific process. A good example of this was the lesson on investigating the difference between their own "at rest" heart rate and their heart rate after physical activity. The introduction to the activity was made by questioning pupils on their knowledge and providing short but apposite information both on the function of the heart and on how to carry out the investigation. The school has developed good strategies for allowing pupils to use the computer suite in a group which comprises a third of the class whilst other practical activities such as art and design technology are taking place. This is a very well thought out organisational strategy.
- 30 Lessons proceed at a good pace and pupils understand fully what is expected of them, both in their learning and their behaviour. Teachers firmly insist on good attitudes to learning, but take time to develop a warm relationship with the pupils sometimes through humour but always through an evident concern for their welfare. In most lessons there is a good structure to the use of time. Just occasionally in Key Stage 1, lessons planned for a full afternoon on one subject are too lengthy for the concentration of pupils to be sustained.
- 31 Teachers generally assess pupils' achievements very well as tasks proceed and this enables them to offer good support and encouragement. The effectiveness of good daily assessments has had a very positive effect on pupils' attainment in subjects such as science and English. In mathematics teachers are still incorporating this element into the newly introduced numeracy lesson, and at this early stage work is sometimes not sufficiently well matched to pupils' levels of understanding.
- 32 Teachers use homework well to support pupils' learning in the classroom. There is a range of objectives in the work sent home. Sometimes, as in the mathematics work sent home in a Key Stage 2 class, it provides a re-enforcement of the work done that day in school. At other times, for example with the history work in Year 2, the teacher has encouraged parents and pupils to undertake a small and appropriate project. The parents are happy with the work sent home but would like to have more guidance at the beginning of the term on what is planned and how they can best help and this would be an appropriate addition to the already good practice.
- 33 The quality of teaching has improved significantly since the last inspection. All weaknesses mentioned in the last report have been addressed and many of the good features have been developed further.

The curriculum and assessment

- 34 The curriculum for the children under the age of five in the nursery and the two reception classes is good. Planning

is appropriately based on the six nationally identified areas of learning. There is an appropriate emphasis on the development of speaking and listening skills, personal and social skills and independence. In the nursery and reception classes, outdoor play is provided. In the reception classes teachers have been ingenious in providing a wide range of purposeful activities available for the children in the playground. The curriculum provides a secure foundation for children to make good

progress, taking into account their specific needs. The thorough medium-term and short-term planning provides a clear, focused curriculum for the children.

- 35 In Key Stages 1 and 2 the curriculum is well planned. It is broad and well balanced and includes all of the National Curriculum subjects. All statutory requirements are met for all subjects with the exception of physical education where there is no planning to ensure that pupils learn about water safety. There is a satisfactory programme of work to develop pupils' understanding of personal relationships and issues including drugs and sex awareness. Literacy, numeracy and the wider English curriculum are allocated an appropriate length of time. The time allocated to foundation subjects has been carefully organised and in classes a substantial block of time is allocated to enable a focused and tangible amount to be achieved in one session. Arrangements for the use of the computer suite by all classes is good. However planning for the use of information technology in all subjects is limited because there are insufficient computers in classrooms. The oldest pupils are well prepared for the next phase of their education as there are good links with the local high schools to which the pupils transfer.
- 36 The school has implemented the National Literacy Strategy very well and provision throughout the school is good. The use of literacy is well planned in all the subjects of the National Curriculum. The school has made a satisfactory start to the implementation of the National Numeracy Strategy, and this is beginning to have an impact upon the attainment of the pupils especially in their mental mathematical skills.
- 37 There are useful policies and schemes of work although some of the schemes of work are out of date, for example the English documents. Some are at present being supplemented by the Qualifications and Curriculum Authority's guidance for the subjects. There is good guidance in all subjects and this enables the teachers to deliver focused lesson which in turn impacts positively upon the attainment and progress of the pupils. For example the scheme of work for music enables the non-specialist music teacher to plan and deliver the curriculum effectively. The teachers plan together and this ensures that pupils in single and mixed aged classes have the same curriculum opportunities. There are some good cross-curricular links built into the curriculum however there is no policy for pupils' spiritual, moral, social and cultural development and ways to support this through the curriculum is not identified in curriculum planning.
- 38 Satisfactory provision is made for the very few pupils who have English as an additional language. The school has access to the local education authority's department which provides specialist guidance. The individual education plans for pupils with special educational needs are good. They are specific and appropriate to each pupils needs. All staff are effective in helping the pupils with special educational needs meet their individual targets. Recently pupils requiring extra help with mathematics have been identified and specific targets set for them in numeracy. The last inspection report identified that this needed to be done. It is good that this is now in place but addressing this issue has taken a long time. The school has no procedures for identifying able pupils and this was the case in the last inspection. Annual reviews are undertaken satisfactorily for pupils with statements. Pupils access to the full curriculum is not compromised by their withdrawal for extra support, rather it is enhanced as the support given is often closely aligned to the content of the lesson from which they have been withdrawn. Pupils have equality of opportunity and all pupils have equal access to the curriculum.
- 39 There is a good programme of extra-curricular activities, including football, netball, athletics, rounders training and an art and science club. Educational visits in Key Stage 2, extend the pupils' knowledge and understanding of the natural world and the past and present world and make a positive and valuable contribution to the curriculum. The pupils have visited museums and places of historical and local interest such as Ordsal Hall and Wigan Pier. However few visits are undertaken at Key Stage 1. There have been a variety of visitors to the school providing experiences which broaden pupils' knowledge, such as, a member of the Buddhist faith, representatives from the emergency services and, to the pride of all, famous people from the world of sport including Sir Alex Ferguson, Ryan Giggs and Gary Neville. These make a positive contribution to standards of attainment, to the social and cultural development of pupils.
- 40 The procedures for assessing the progress of children under the age of five are very good. The teachers and nursery

nurses regularly assess the children as they work and they annotate the children's books to help develop a very clear picture of what the children have achieved and how much support the children have had to achieve their results. They are used very well and are used to very effectively develop and modify the curriculum for the children.

- 41 The local education authority's baseline assessment tests have been adopted by the school and are used appropriately to provide a starting point for the schools' assessments. The school fully complies with the requirements to administer statutory tests at the end of the key stages.

- 42 Assessment procedures are very good. The pupils' attainments in the core subjects of English, mathematics and science are assessed regularly and recorded systematically. This careful and regular up-dating of information ensures

that there is a clear picture of the pupils' strengths and weaknesses. The pupils in Year 4 take the national optional standardised tests to assist the school to track their progress accurately. The foundation subjects are assessed by the class teacher at the end of each topic. The assessment of mathematics is at present under review to accommodate the changes necessary to support the National Numeracy Strategy. The assessment co-ordinator has a good overview of the school's procedures and evaluates their effectiveness. The school places a good emphasis on pupils assessing their own work and being actively involved in checking their own progress. For example, in information technology the pupils work through a check sheet at the end of a lesson to evaluate their own performance.

- 43 Day-to-day assessment by teachers in lessons is good. As lessons proceed teachers check pupils' understanding well.

Work is marked thoroughly and supportive comments are made in the pupils' books. However, comments do not sufficiently help pupils to understand how to improve their work. Some teachers set targets for pupils in English and mathematics but this is not consistent throughout the school. The very thorough assessment procedures in the school are used well in English and science. In mathematics, teachers do not consistently use the assessment information that they have access to for planning future work and matching work to pupils' levels of attainment. In information technology, the daily assessment of what has been achieved, which is undertaken during the plenary session, is a very useful record for each pupil.

- 44 The last inspection report raised as a key issue for action the need for the school to improve the process for reviewing the curriculum to encourage more whole staff involvement in and commitment to proposed changes. The school has effectively addressed this issue and works to effect change and improvements as a team. The curriculum and assessment co-ordinator gives good leadership to this area of the school's work.

Pupils' spiritual, moral, social and cultural development

- 45 Provision for pupils' moral development is very good and for the development of their social awareness it is good. Provision for their spiritual development has some very good features but others which are less successful. Overall it is satisfactory as it is for their cultural development. The school's effective policy for behaviour provides good guidance for pupils' moral development. However there is little planning underpinning the provision in other areas and whilst individual elements of provision are good, there is a lack of coherence in tying these areas to the school's stated aims.

- 46 The pupils are taught in classes and in assembly to take part in prayer. They are given good opportunities to reflect in a quiet time. They are encouraged to write their own prayers and read them in assembly. However, at the start of the school day, pupils come into assembly and sit in their coats with their lunch boxes and other bags. This provides lot of distractions for younger pupils and does not promote a good atmosphere of spirituality. For the youngest pupils, who have not had an opportunity to be welcomed by an adult it is a particularly unsuccessful start to the day. The hall has no displays either by adults or pupils to help pupils develop their understanding of religious themes. No provision is made for pupils who arrive late and in one assembly late arrivals tripped over the feet of others sitting right up to the entrance door to the embarrassment of both. A cross and candle provide a focal point for pupils' attention but several cardboard boxes underneath the cross do not focus thoughts on the meaning of this very important symbol of faith. The content of assemblies is appropriate but the resources and ideas put forward are from an adult view point and do not sufficiently develop pupils' empathy with others or understanding about their own feelings.

- 47 There have been good opportunities in the summer term for spiritual development through the week long visit of mission workers when pupils, parents and staff all participated and through the Year 6 visit to a youth centre for preparation for secondary education. There is a very good link with the church through the chair of governors who

is the parish priest and who attends assemblies each week. Parent governors report that the weekly class assemblies are very good opportunities for pupils' spiritual, moral and social development.

48 There is strong moral guidance and this clearly reflects the school's mission statement. The headteacher and all staff provide very good role models for the development of harmonious relationships within the school. Staff work well together to develop a clear sense of right and wrong. There is a positive approach to good behaviour, which is rewarded through the points system and culminates in the much sought after headteacher's award. There are high expectations of good behaviour and pupils are encouraged to take very good care of school property, such as the computers and library books. However, this is not extended to attention to the outside environment. Pupils drop a lot of litter at playtime and are not made aware of the need to care for this part of their school. There is a broken display board on the outside wall of the school and the lack of attention to the tidiness of some areas of the buildings does not set the pupils a good example to follow with regard to care for their school.

49 Social awareness is actively fostered in lessons and in extra-curricular activities. Opportunities to share resources, to work collaboratively and to take account of others' views are provided from the earliest stages. In many lessons teachers lead the discussion but skilfully hand over to individual pupils when they are able to contribute, giving pupils

confidence and raising self-esteem. There are good opportunities for pupils to support charities and to understand the responsibility of all citizens to those with disadvantages. Older pupils enjoy opportunities provided to take responsibility through the prefect system. It is difficult for the school at present to make lunch time a sociable occasion. However, some opportunities to address this are missed. For example when the youngest children walk to the nearby secondary school dining area for lunch the opportunity to partner them with an older "friend" to develop friendships across year groups is not taken. Last year the school had a good scheme in place whereby older classes were paired with younger classes for shared reading sessions. However this is not currently taking place.

50 Pupils' cultural awareness is mainly developed through the curriculum though there is no unifying overview. The good quality lessons in both music and art promote the pupils' understanding of the part these subjects play in the cultural life of our society as does the after-school art club. Lessons in history and geography provide good opportunities for understanding the cultures of other times and the wider world, particularly through visits at Key Stage 2 to museums. However, a range of opportunities is missed to promote, through whole school activities, understanding of the pupils' own cultural heritage and, as pointed out in the last inspection, the heritage of others. For example: pupils' good musical skills are not significantly used in assemblies nor whole school productions; visits by local artists or musicians, or to art galleries are not sufficiently planned and there are no displays of work celebrating other cultures in communal areas.

Support Guidance and pupils' welfare

51 Procedures for recording and monitoring pupils' progress are very good. Pupils' personal development is mainly monitored by informal procedures. The teachers and headteacher know the pupils well and their care and attention to pupils' individual needs is very good. The chair of governors visits the school at least once a week and often more frequently and he has a good overview of how the pupils respond to the school's effective policy for behaviour. Pupils are given good guidance on human relationships through the school's programme for education in sex and drugs awareness.

52 Behaviour and all forms of harassment, including bullying are closely monitored by the headteacher through individual team rewards and sanctions. Effective steps are taken to eliminate bullying and all staff, including lunchtime staff are aware of procedures. The school has provided good training for lunchtime staff. The good steps taken to ensure that the school is a harmonious place contribute to the good work pupils achieve in class. The school monitors pupils' attendance and takes satisfactory steps to ensure that pupils attend regularly.

53 Good care is taken to ensure that the youngest children settle happily into the nursery and into the school routines when they transfer to the reception classes. There are good systems in place to support pupils when it is time for them to transfer to secondary school. Pupils are aware that teachers are concerned for their well being and are confident to approach an adult with any problems.

54 There is a designated staff member with responsibility for child protection who has been fully trained and the school has adopted the appropriate procedures. As yet, staff have not received training and are not aware of the procedures.

Currently the school has no plans for this training to take place and this situation is unsatisfactory.

- 55 The headteacher has an overview of health and safety. An experienced governor is very conscientious in checking the building and some of the aspects of health and safety. However the governors do not have an agreed health and safety policy and the risk assessments undertaken are not recorded and so are not necessarily reviewed regularly. There is an adequate number of staff with qualifications in first aid, and first aid equipment is easily reached by those who need it. Fire drills are undertaken termly, but fire drill records are incomplete. During the inspection several health and safety issues were identified. The main concerns include the following: the building at the High School had faulty electrical wiring and no fire exits other than the main door; the lunchtime staff did not take dinner registers with them to the High School and so would not be in a position to check the pupils they are responsible for if there were a fire or other incident, no fire drills have been undertaken during lunchtime.

Partnership with parents and the community

- 56 The school's partnership with parents is sound and with the parish and local community it is very good. The initial contact for parents when their child starts in the nursery is good. Nursery staff provide very good information both in terms of letters home, giving guidance on supporting children's learning, and in detailed curriculum information excellently displayed in the entrance to the nursery.
- 57 In the main school there is no designated board for contact with parents and this results in teachers displaying small notices on entrance doors to contact parents, for example with regard to resources needed. The school sends parents good quality letters to inform them of forthcoming events and other important information. The reports parents receive annually are satisfactory and meet requirements. Although no specific targets are set, reports give parents a clear understanding of the progress their child(ren) have made and some provide information on what they need to do to improve. Some parents stated that they would like more information about the work planned for the term ahead, for example with regard to topics to be taught. The school prospectus is attractive and very readable but there is an omission with regard to parents rights to withdraw pupils from collective worship.
- 58 Parents are generally supportive of the school and value the good work of staff. They are invited to attend school functions such as parish "Family Nights", pupils' performances and the recent successful mission week. There were no parents helping in school during the week of the inspection and few parents are regularly engaged in classroom activities, except in the nursery. The management of the school explains that many parents are not able, because most are working, to regularly help in school and also state that on educational visits there are often too many offers of help. Ways round these difficulties have not been rigorously explored. The parents of pupils with special educational needs are involved well in the process of identifying and supporting those needs. Homework is set consistently and this provides parents with a good opportunity to be involved in their child's learning. For example parents and pupils in Year 2 jointly researched a project on an famous historical person about which the pupils produced attractive folders of work.
- 59 Links with the parish priest and the catholic community are strong and provide pupils with good opportunities to develop personally through their duties as altar servers. The parish priest frequently attends assemblies in school which contribute to pupils' development as young parishioners. Elderly people in the local community are invited to school productions and are visited by pupils at Christmas time. The school takes part in local sporting competitions and this provides the pupils with good opportunities to develop an understanding of participation in community events. Partnership with the local library has enabled the school to up-date its own library. This work has had a positive effect on pupils' learning and their reading for pleasure. The school has not made strong links with local businesses but takes part in schemes in which businesses offer resources through voucher collections.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 60 The leadership and management of the school has some good features and overall is satisfactory. The headteacher and staff work well together to raise the standards of attainment of the pupils. The senior members of staff and the governors all share the mission statement and the good aims set out in the brochure but there is not always a clear well planned drive towards achieving these aims. The school's system of improvement planning has been a useful

tool in helping to move the school forward and to raise pupils' attainment but in its current form it does not provide a complete overview for the headteacher and governors to evaluate the quality of all areas of school life against the mission statement.

- 61 The governors are supportive of the school. The chair of governors is a very frequent visitor and is held in respect and affection by both pupils and staff and knows the school well. Meetings for governors are held at appropriate times and are well attended. There is a sufficient number of committees with delegated areas of work to support the full governing body. However, as mentioned in the previous report, there are no written terms of reference for these committees with the exception of the curriculum committee. Committees do not always function effectively. For example, governors on the finance committee have not been monitoring the way in which the weaknesses on the recent audit report are addressed by the school and they do not monitor actual spending against planned spending at reasonable intervals. A governor with specialised knowledge carries out a risk assessment of the school but this is not formally recorded and so is not evaluated by senior staff and governors. The governors have no agreed health and safety policy which is reviewed at a regular date in the year. Subject co-ordinators and staff with management roles are generally clear about what constitutes their own responsibilities, but job descriptions are not specific to a particular area or subject and sometimes this leads to omissions in provision. For example, there are some omissions in the provision for pupils' spiritual development but job descriptions do not make clear whether this is the responsibility of the co-ordinator for religious education or the headteacher, similarly it is not possible to tell whose responsibility it is to develop pupils' cultural awareness.
- 62 The headteacher, deputy and subject co-ordinators monitor teachers' plans and pupils' achievements very well. The deputy headteacher has a very good overview of the effectiveness of curricular provision. The special needs co-ordinator is given an appropriate management role to ensure that they can evaluate the provision for the pupils concerned. Weaknesses identified in the last inspection, both in curricular planning, in assessment and in teaching have been addressed. However, there is little formal monitoring of teaching, either by the headteacher or by subject co-ordinators. Teachers reflect well on their own work and on the success of curriculum provision. There is effective analysis of the pupils' performance both in the school's own tests and in the national tests and this is used well to identify strengths and weaknesses. This is a significant improvement on the last inspection.
- 63 The individual action plans drawn up by co-ordinators for subjects are good. They are linked to the main school improvement plan through the discussions staff have with the headteacher. The last inspection found that the school development plan lacked detail. That detail is still lacking in that it does not make it clear how much funds, time, including time for staff training, and class monitoring is to be allocated to each identified area. The senior management team and the governors have identified sixteen issues to be tackled, some which relate to co-ordinators, some to governors and some which are management responsibilities such as the mentoring of newly qualified teachers. Whilst all concerned are aware of the relative importance of these issues, the plan itself does focus appropriately on the time, effort and money required for these main priorities. The most ambitious target in the development plan "to build a canteen on site", has been an objective for a number of years. The present school method of improvement planning does not allow an evaluation of current provision, a review of other options, nor steps which might be taken if the stated objectives are not realised.
- 64 The school's ethos is good. The headteacher, staff and governors provide the pupils with good role models for harmonious relationships. They set the pupils high standards for behaviour and pupils are aware that they are expected to achieve to their full potential.
- 65 The following statutory requirements have not been met:- staff are not made adequately aware of child protection procedures; most of the committees of the governing body do not have terms of reference; the annual report to parents does not include arrangements to admit pupils with disabilities and how the school has taken steps to ensure that they are not treated less favourably than other pupils. The school brochure does not include the right of parents to withdraw their child(ren) from collective worship.
- 66 The school has systematically tackled the weaknesses identified in the last inspection report. The quality of teaching has improved significantly and pupils' attainment in English and science has risen. Pupils' progress in information technology has improved as has their progress in design and technology which has improved significantly. The capacity for improvement in many areas remains good but the current difficulties in long-term financial planning and the lack of formal monitoring of teaching is set against this so that overall the capacity for improvement is judged to be satisfactory.

Staffing, accommodation and learning resources

- 67 There are a sufficient number of suitably qualified, experienced teachers to deliver the full range of the subjects in the National Curriculum. The part-time teacher for special educational needs has specific qualifications and experience in this field. Classroom assistants have greater experience and qualifications than is generally found. The training which they have received both at work and in their own time has equipped them with an insight into pupils' social and intellectual development which makes a significant contribution to pupils' personal development and to their learning.
- 68 The arrangements for the professional development of all staff is satisfactory and has some very good features. The training which non-teaching staff have recently received is good as is the training provided for co-ordinators in numeracy, information technology and for Early Years. Training opportunities for other staff members have not been pinpointed in the professional development planning. Procedures for regular staff appraisal are in place. However, some staff have not received training or opportunities to develop their knowledge of the subject they are responsible for developing for long periods of time and this limits their overall vision for the subject. There are no plans for staff to receive training in child protection procedures and this is unsatisfactory.
- 69 The accommodation is satisfactory for the effective delivery of the National Curriculum. The school has also made effective use of small spare areas, for example providing a computer suite in a corridor and a library in the outside temporary classrooms. The school does not have suitable dining facilities and the pupils who have cooked meals have to go to a neighbouring school, as do the younger pupils who eat a packed lunch. This is very unsatisfactory. The premises at the neighbouring school are not inviting and were found to have some health and safety issues. There is no fire exit other than the entrance door and nowhere for the pupils to hang their coats so that on a rainy day children, some of whom are not yet five, have to sit with their wet coats and the wiring was unsound. There are two temporary classrooms which are past the manufacturers recommended date of use: woodwork is rotten and the floors are uneven. The governing body have been extremely diligent in pressing the local appropriate authorities to fulfil their obligations and provide satisfactory accommodation to replace both dining facilities and classrooms. The local education authority has made suggestions of alternatives for lunch such as serving hot meals delivered in containers in the school's main hall. The school quite rightly feels that this would be unacceptable; there is no area for water and washing up, and little space to stack chairs and tables. However, there is no evidence from the minutes that the governing body have discussed other possibilities such as using the adjacent modern and attractive facilities at the church Centre which is situated just across the playground.
- 70 Some shared areas of the school, notably the main hall and entrance hall do not provide a welcoming learning environment. There is no celebration of pupils' written and pictorial work and the areas do not support the pupils' spiritual, moral, social or cultural development.
- 71 The provision of resources for the curriculum is satisfactory in most areas and good in games equipment for physical education in Key Stage 2 and in Early Years. The school has invested in a new computer suite and additional books for the library addressing two of the points raised in the previous inspection report. However, there remain insufficient computers in the classrooms which, together with a limited range of software still impairs the effectiveness of pupils' learning in this subject. The school has insufficient stocks of non-fiction books. There are plans to improve resources, but they have had to be postponed because of the current budget deficit.

The efficiency of the school

- 72 The governing body set up a finance committee, with a chair, which has been in place for some time. In recent years the school carried a small sum over at the end of each financial year, mainly owing to the unplanned but beneficial effects of a change in staff. However, in the current financial year the school's finances have come under severe pressure. This has resulted in highlighting the lack of the school's long-term budget planning. There is no regular cycle of finance committee meetings at which the budget is set. The headteacher monitors the budget through the local education authority's reconciliations each month, but does not provide an evaluation of expenditure nor report this to the finance committee. Consequently the pattern of spending for the remainder of the financial year is not endorsed, and the committee is not in a position to plan sufficiently for shortfalls or watch for discrepancies. The current situation of a sudden and unexpected budget deficit came as a surprise to the committee and led to crisis

decisions being taken. For example, the school has had to cut the swimming provision, the cleaners' hours and the number of learning assistants in the school. Laudable fund raising activities have been undertaken but these would be much more useful if part of a framework for planned additions to the school's finances.

- 73 The local education authority accepted the current school improvement plan before releasing special fund money at the start of the year. However, there is no indication of costings on separate items and no overall forward plan in relation to the separate headings for development. The lack of a longer-term school development plan which provides a clear overview of school priorities and which is fully costed impacts adversely upon curriculum development planning. For example, the school has only just begun the bidding process to the National Grid for Learning for money for computers. In recent years it has spent heavily from its own funds in this area, whereas a successful bid could have saved this had it been identified on a comprehensive long-term plan. The co-ordinator for numeracy has identified monitoring teaching in the mathematics action plan, as have other co-ordinators for priority areas. However, no funds have been allocated to these activities. The curriculum plan for information technology identifies the need for new computers. These may be provided through a bid with the linked secondary school to the National Grid for Learning. However no plans are in place should this bid be unsuccessful. Less costly developments such as the plans for more non-fiction books in the library, improved resources for learning about other faiths and improving the outdoor play equipment for the children under the age of five receive funds as and when they become available. The school spends monies allocated for special educational needs and staff training appropriately.
- 74 The use of teaching and support staff is good. All teaching staff take on extra responsibilities and this makes a significant contribution to the quality of education for the pupils. Learning support staff very effectively teach the well planned information technology lessons. This is an efficient use of staff. The resources which the school already has in place are used to good effect in many areas of the curriculum, especially in physical education, for games, in information technology and in the Early Years. The accommodation has many deficiencies but some areas are put to very good use. The library in the two temporary classrooms is used well. It is also used for music lessons. The hall is used well for physical education lessons, but its use as a place for collective worship is made less effective by the fact that except for a cross there is little in the hall to support pupils' spiritual, moral, social and cultural development.
- 75 The school's financial audit which took place prior to the inspection made reference to minor weaknesses in financial administration and management. These are being addressed in a realistic time scale for improvement. For example, there are now adequate controls over the nursery fund account. The administration staff are diligent in ensuring the smooth running of daily office procedures and financial management.
- 76 On entry to the nursery, the children's attainment is close to what is generally expected for children of this age. By the end of Year 6, the pupils' attainment is well above the national average for English and science. Their attitudes to work are good and the quality of education is consistently good across the school. The unit cost for a school of this type is below the average for schools in England. Taking all these factors into account it is judged that the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 77 Children's attainment on entry is broadly in line with what would be expected for children of this age. Children make good progress in the nursery, and their attainment on entry to the reception has improved in relation to their age, particularly in language, number, and personal and social development. They continue to make good progress and by the age of five, the majority of children have achieved the desirable learning outcomes and are working in the lower levels of the National Curriculum.
- 78 Attainment in personal and social education is good. Children understand the routines of the classroom well and follow them. All pupils join in tidying away activities in the classroom, and monitors take the register to the office and help with the distribution of milk. Behaviour is good. Most children are attentive, listen carefully to their teacher and follow instructions appropriately. The majority participate well in the play and directed activities, and can sustain their concentration. They relate well to one another and to adults, though a number have difficulty sharing and working in pairs. Children sitting on the carpet, make good progress when listening to the teacher learning not only to listen attentively but to respond to questions. In the nursery they show increasing understanding of the routines and purpose of different learning activities. Teaching is good. Planning for this area is effective. Teachers ask questions sensitively which help even unconfident children to respond. The teacher and nursery assistant are particularly effective in establishing appropriate patterns of behaviour. The reception teachers build effectively upon these personal skills.
- 79 Most children exceed the desirable learning outcomes in language and literacy at five years of age. In current classes children enjoy listening to stories and answer questions about the story confidently. Some younger pupils are still reticent and need encouragement. Children identify words for colours and recognise familiar words in simple text. They quickly identify the title of the book the teacher holds using picture clues from the cover. They try to predict what characters in the story will do and recall the events well. Most pupils can recognise and write their own name, draw a picture relating to a story they have just heard and communicate using their skills in early writing. Many write underneath their teacher's script clearly. Children make good progress in language and literacy. For instance, after hearing the story of "Floppy the Bad Dog", they put picture sheets in order to show how the story developed. They make good progress in using the new vocabulary they learn each day. Teaching in the reception classes is good and in the nursery it is very good. Both the nursery teacher and nursery nurse are very skilful in developing the language of the children in their class, including children who speak English as an additional language. As well as providing well-planned directed activities specifically for developing an aspect of language, they are both adept at promoting speaking and listening in all curriculum and play activities. Reception teachers and nursery nurses consolidate and extend this learning well.
- 80 In mathematics, children make good progress and exceed the desirable learning outcomes by the age of five. Currently in the nursery most children can recite to five but cannot recognise individual numbers nor write any. They can identify two common shapes and match one-to-one; but they have difficulty in copying a pattern and placing items in order. However, older reception pupils count confidently from 0 to 12, and can add on one more. Using their fingers they can work out, for instance, how many children altogether are in the home corner when three are there already and four more join them. A good number can explain how they arrived at their answer. They understand how a balance works and can with support make sensible predictions about which object will be the lightest and heaviest. They understand the terms and are beginning to recognise the word-cards for "lightest" and "heaviest". Many children are beginning to understand "full", "empty" and "half-full" when the teacher uses sand to fill a beaker. They can make patterns on the pegboard. In the nursery the teacher and nursery nurse develop children's mental skills with clear focus, pace and skilful questioning. For example, in the weighing and capacity work the teacher worked intensively with a group at a time, keeping a high level of concentration but giving the children the opportunity to experiment and try things out for themselves. Work is focused well on the objectives for the children's learning but sometimes lacks pace and questions are not always well directed. Assessments were recorded immediately and used to target future learning in the nursery.
- 81 Children's knowledge and understanding of the world is good. They make good progress in the nursery and reception classes. In the nursery children investigated with their teachers ice and melting. They were keen to explore and feel the ice and water, and talk about the sensation. They were excited about the green dye the teacher had injected into the "ice balloon". In comparing the different rate of melting of ice on the radiator and on the table children were developing their understanding of the concept of melting. Groups of reception children in turn explored with their

teacher how to create different colours through various combinations of the three primary colours. They enjoyed trying out different combinations of coloured acetate and paint, and were able to explain and record in a simple way which new colour was formed by combining two or three particular primary colours. Both nursery and reception children use computers well to support their learning, and develop skill in cutting and joining various materials. They handle construction materials well to build and become more adept at making models. Children's understanding of the past and progress over time developed well in a lesson where they observed objects and photographs illustrating candles, gas lamp and electricity. Teaching in this area is good in most lessons. Teachers plan interesting activities that stimulate children's curiosity, and in group work focus and channel children's observations eliciting good use of language.

- 82 Children's creative development is good. They have good opportunities to explore materials, colours, and sounds and they express their ideas and feelings well in painting, singing, dance and role-play. Some nursery children enjoyed exploring the sensation of feeling paint and making patterns and simple prints using their fingers. Children in the reception class explore different patterns and shapes in painting linking their artwork to mathematical understanding. They enjoy singing and are beginning to understand beat, rhythm and tempo. No teaching was observed in the reception classes, but in the nursery the teaching was good. The work had been very well planned, and the nursery nurse worked well with the group stimulating their interest, giving them opportunities to explore the paint and express their feelings, and developing their language skills well.
- 83 Children's attainment and progress in physical development is also good. They handle tools and equipment in the classroom with increasing dexterity and control. A class of reception children in a dance lesson demonstrated confidence in using their own space and in exploring ways of moving without reference to an adult. They changed direction well in a fast and slow walking activity. They were able to create very "strong" shapes in the movement activity. Children participated well in a range of outside activities developing their confidence and skill. Teaching is good with work well planned to match the children's level of attainment. Teachers make good use of the resources to develop physical skills, and provide good opportunities for pupils to work at their own pace and to develop specific skills.
- 84 Children under the age of five receive a broad and balanced curriculum. It is appropriately based on the nationally recommended areas of learning, and successfully guides the children into the lower stages of the National Curriculum. The early years' manager is very knowledgeable and experienced, and provides excellent leadership to the whole team of teachers and nursery nurses. The quality of teaching overall for children under five is good, and in the nursery is very good. Both the nursery nurse and the classroom assistant with the reception class work very well with the teachers and provide a high standard of support to children's learning.
- 85 There is effective professional development of all staff. Teachers, nursery nurses and classroom assistants work closely together, meeting regularly. There is consistency of approach, and continuity in learning is very well addressed. Useful assessment procedures are in place, and they are used very well to record and monitor progress and to target future work. Resources are satisfactory and efficient use is made of them between the nursery and two reception classrooms. Equipment for outdoor activities has been improved and the manager has clear plans to develop this area further. Good use is made of the outside play areas and activities are carefully planned; reception children currently able to use the nursery area at lunch time supervised by a dinner lady and either the teacher or nursery assistant. Quality of display and visual and sensory stimulation for learning is better in the nursery than in the two reception classrooms. A full-time trained nursery nurse supports the nursery teacher. The two reception teachers share one support assistant on an alternate week arrangement. Accommodation in one reception classroom is cramped. There are good induction procedures to the nursery and reception classes. Information for parents is very good, both in terms of letters home giving guidance on supporting children's learning and in detailed curriculum information excellently displayed in the entrance hall to the nursery.
- 86 The high quality of provision noted in the last inspection report has been maintained, and improvements are constantly being made.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 87 National curriculum assessment results in 1999 for the end of Key Stage 1 show pupils' attainment to be well above the national average in both reading and writing. The school has improved significantly in writing in comparison

with 1998 results, particularly in spelling and in the number of pupils achieving at the higher level. At the end of Key Stage 2, pupils' results are well above the national average, as in the 1998 test results. In both key stages there has been a significant improvement in test results from 1998 when compared with earlier years. Inspection findings judge standards at the end of Key Stage 1 to be well above the national average in reading and above the national average in writing. The school has a useful programme of work which starts in the next term which is aimed at increasing the pupils' progress in writing to achieve a higher attainment in the national tests.

- 88 Pupils speak and listen well at the end of Key Stage 1 and very well at the end of Key Stage 2. Younger pupils in their answers to questions show they are listening carefully and following, for example, the details of a story. They can

discuss why things happen in a story and consider other ways in which a story might develop. They use a good range of vocabulary for their age. By the end of Key Stage 2 pupils have developed good skills in discussion. They listen carefully to the teacher and to other pupils' contributions, and express their own ideas confidently and well. Pupils are able to express good personal responses to a story and support why they liked or disliked it with close reference to the text.

- 89 Pupils' reading skills at the end of both key stages are very good. The majority of pupils in Year 2 read accurately and fluently, and use expression to depict the feelings of a character. They appreciate the relationship of punctuation to expression in reading aloud. Pupils recognise rhyme and high attainers identify question marks and speech marks and know that the apostrophe means a letter is missing. Most pupils explain well what is happening in a story and why. High attainers know how to use the contents page and index to locate information and average attainers know about the contents page. At the end of Key Stage 2 pupils read widely and with understanding: they can express and justify personal responses to fiction well both orally and in writing; they appreciate the importance of consulting a range of books and ones recently published when carrying out research to check accuracy and reliability. Pupils know how to use the contents page and index to locate information and use these skills regularly in class. Many pupils can skim-read to extract and summarise key information. Low attainers and children with special needs tackle texts with confidence.

- 90 Pupils' writing skills are good at the end of Key Stage 1 and very good at the end of Key Stage 2. In Year 2, pupils can communicate ideas well in writing with lively detail and a good range of vocabulary. Most write a clear, joined script with correct spelling of commonly used words and their punctuation is developing satisfactorily. Some high and average attainers use direct speech effectively in their writing and can make some use of inverted commas. Pupils understand the terms, vowel and consonant, and can identify spelling patterns well and offer examples of their own. High attainers can explain the change in vowel sound when an "e" is at the end of a word. Year 6 pupils write imaginatively in a variety of forms, selecting vocabulary purposefully in story and poetry and with appropriate formality and technicality in accounts and explanations. Most work is clearly and neatly presented with high standards of spelling and punctuation. Paragraphing is done well. A display of poems by a range of pupils in the class showed a very good appreciation of "personification", and pupils had used form and language imaginatively to communicate the thoughts and feelings of a storm, lightning, rain, fire and a tornado. Pupils use writing well to summarise and to communicate a personal response to a story. They write clear informative accounts and explanations in history and geography.

- 91 Progress is good in both key stages. Pupils with special educational needs make good progress in relation to their prior attainment; being well supported in both classroom and withdrawal situations. A targeted group of lower attaining pupils in Year 3 also make good progress, receiving additional literacy support from a trained classroom assistant. During Key Stage 1 they continue to make good progress in listening attentively, improving their powers of concentration. They consolidate and extend their first tentative steps in reading, developing greater confidence in tackling simple texts independently. They improve in accuracy, fluency and expression, and in their ability to discuss the content of what they read. They develop skill in shaping their ideas over a number of sentences and in writing in a clear well-formed hand with a good level of accuracy in spelling and punctuation. This progress is achieved through good teaching and a well-structured curriculum. Good management of pupils leads to orderly and purposeful classrooms where pupils feel confident, and high expectations encourage them to give of their best. During Key Stage 2 pupils continue to make good progress, because they are challenged to think more carefully and deeply, extend and develop their ideas both in speaking and writing, deepen their response to fiction and to poetry and develop effective research skills in locating and collating information. A Year 3 class, for instance, made good progress in writing effective story openings, focusing carefully on choice of language to set the scene and describe characters. In a Year 4 class, pupils' understanding of the difference between non-fiction and imaginative writing and poetry were well

developed. In Year 6, there was very good extension of dramatic reading, in character, of a simplified version of “Macbeth” and of thoughtful personal response and discussion.

- 92 The work the pupils are doing in literacy at the end of both key stages is planned appropriately from the National Literacy Framework. The pupils achieve a good standard in both reading and writing activities and they move through the levels of work at the expected pace.
- 93 Progress in reading and writing is enhanced in the school by good use of them in other subjects. In history and geography good use is made of pupils’ ability to research information relating to the topics being studied. Pupils, on their own initiative, often bring in books of their own or from a public library to supplement those in the classroom. Pupils have the opportunity of communicating what they learn in these two subjects in a variety of forms, including poetry and imaginative narratives. Good use is made of reading and writing in design technology where pupils research ideas for their designs and describe and evaluate the products they make. Classroom displays of children’s prayers show sensitive and thoughtful expression and skill in using an appropriate style of writing. There was good use and development of specialist language in all subjects, including science and mathematics. In the latter, for instance, the teacher discussed prefixes with the class.
- 94 Pupils’ behaviour in lessons is very good. Most are keen to learn. They listen attentively, enjoy expressing and discussing ideas and feelings, enjoy books and read a lot at home, and take pride and satisfaction in their written work. The majority take an active part in lessons, sustain concentration well and try hard to achieve good work.
- 95 The quality of teaching throughout the school is good. In both key stages, teaching is never less than satisfactory and in a significant number of lessons it is very good. Planning for the literacy hour is generally good. Key aspects of the best teaching are good knowledge of the subject and the methods recommended in the literacy strategy, high expectations of children and excellent management skills in creating order and in motivating pupils. For example, teachers use the “shared reading” session to develop enjoyment of literature as well as practice in skills of word-recognition, punctuation, word meaning, and choice of vocabulary. Pace, skilful questioning, matching questions to a range of levels of attainment, effective use of resources, all focus and enhance pupils’ learning. Independent activities in the literacy hour were generally well thought out, well organised and resourced, and very well matched to the different levels of attainment in the class. Less successful teaching arose when lessons were not sufficiently clearly planned in relation to the objectives defined in the literacy framework. On occasions activities were not sufficiently purposeful and pupils were given limited opportunities to respond, try out and develop their ideas. In these lessons pupils’ interest was less engaged.
- 96 There is sound co-ordination of the subject. Resources have been improved over the last few years, both for pupils and teachers. The National Literacy Strategy has been well implemented in the school, with the vast majority of teachers using the strategy confidently and effectively. There has been good development of assessment procedures: reading tests and the recent introduction of half-termly assessment of pupils’ writing in a “special” writing book which follows them through school. The school is beginning to use assessment results effectively to target children who need extra support. Monitoring of teaching and of pupils’ progress is not yet sufficiently formalised. The present policy was devised in 1995 and does not take account both of national curriculum requirements and the national literacy strategy. Priorities for development are not fully identified, including, for instance, the development of a policy and guidance for the use of information technology in English. Since the last inspection there has been satisfactory improvement in book provision, though as the school recognises, the non-fiction section of the library is still inadequate. There has been significant improvement in standards of achievement and pupils’ progress in both key stages.

Mathematics

- 97 In the 1999 national tests at the end of Key Stage 2, the pupils’ performance was below the national average. The proportion of pupils achieving the expected level, (Level 4) or above was close to the national average. However, the proportion of these pupils achieving the higher level, (Level 5) was below the national average. In the tests at the end of 1998 the pupils’ performance was below the national average by a greater margin and the school’s results in 1999 represent a rise in attainment. Currently the attainment of pupils in Year 6 matches the national average, although in some aspects of their work it is above. The school is in the process of implementing the national numeracy strategy and some work the pupils do is of a high standard whilst some is lower because they have not covered this kind of work sufficiently before.

- 98 In the 1999 tests at the end of Key Stage 1, the pupils' performance matched the national average. Twenty five per cent of the pupils achieved the higher level (Level 3) and this is above the national average. However a similar proportion, 21 per cent only achieved at the lower end of the expected level (Level 2). They were awarded a score of 2C which is the lowest band. This parallels a similar percentage of pupils achieving this grade in earlier years. Currently, in Year 2, the pupils' attainment is above expectations. This improvement in attainment is due to the teachers in Key Stage 1 successfully using the planning and methods of the National Numeracy Strategy.
- 99 In Year 6, the pupils know and can use squares of numbers to 12 and some can work out 13 squared. All pupils, including those of lower attainment are secure in their understanding of how to work out rectangular numbers. Pupils can name and classify two dimensional shapes such as a parallelogram and rhombus and their properties. They can identify and describe acute, obtuse and right angles. However, some pupils do not use protractors confidently to measure angles. Some pupils lack confidence in using their own strategies for mental calculations, in explaining their calculations and in solving problems. In Year 2, higher attaining pupils know number facts to 20 and have developed strategies for doubling, halving and dealing with addition and subtraction to 1000. All pupils, including those of lower attainment have a secure knowledge of place value and are beginning to use alternative methods for calculations. They can classify simple two and three dimensional shapes and they understand some of the properties of these.
- 100 The progress of pupils through Key Stage 1, when compared to their prior attainment at the end of the under fives phase is satisfactory. However in current lessons it is good. Lessons are now securely planned on the objectives of the National Numeracy Strategy and pupils are developing their understanding of numbers and number relationships as they participate in whole class mental calculation sessions. In the youngest classes in Key Stage 1, pupils can add numbers to 12 without the use of apparatus and the higher attaining pupils can explain that there are several ways dice may fall to make the same number. Older pupils in Year 1 quickly find the position of a number, up to 100, on a line of numbers and can use and read ordinal numbers such as "third, fourth". In Year 2, pupils develop a good understanding of what number comes before and after another in numbers up to 100 and for some beyond. They progress well with mental addition and subtraction quickly giving answers to number facts to 10. Higher attainers can do this to 30.
- 101 In Key Stage 2, most pupils' progress is satisfactory when compared to their prior attainment at the end of Key Stage 1. All teachers are planning lessons to reflect the objectives of the National Numeracy Strategy and this is helping pupils to gain confidence in their own use and understanding of numbers and number relationships. However, teachers are at an early stage in teaching these new methods and sometimes work is not well matched to all levels of attainment. In some lessons, higher attainers are not sufficiently challenged and in others, work is not at an appropriate level for the pupils with lower attainment. In Year 3, pupils learning the multiplication facts of 5 make good progress in understanding the reverse operations of their calculations. In Year 4, pupils learn that this operation is a set law of multiplication but higher attainers are not pushed on to learn something of the next process. Pupils in Year 6 make good progress in solving problems using their understanding of the equivalence of fraction and decimal forms. However they make less progress in selecting appropriate operations themselves and in extracting and interpreting information presented in tables and graphs. Progress for pupils with special educational needs is satisfactory. They have been working within the appropriate group in their class and are supported well by teachers and assistants. The special needs co-ordinator has recently begun to put in place individual programmes for pupils with special needs in mathematics and this is having a good impact on their progress.
- 102 Pupils are eager to learn. In one class a pupil said he was now good at mathematics and enjoyed his lessons but he used to be rubbish. This is a clear vote of confidence in the effectiveness of the school's change to the methods of the national strategy. Throughout the school, pupils' behaviour is never less than good and often very good. They listen to the teacher attentively and to each other. They work co-operatively and share resources well, respect each others views and express themselves clearly.
- 103 The quality of teaching, overall in Key Stage 1 is good. It was satisfactory in a quarter of lessons, and in one it was excellent. Teachers have very good relationships with the children which allow lessons to flow without interruptions. Lessons are well planned and reflect the requirements of the National Numeracy Strategy well. In the best lesson, all levels of attainment were accurately targeted by the teachers' questions and by the work provided. In the other lessons this was not always sufficiently well developed. For example in one lesson lower attaining pupils were getting too many sums wrong because the numbers they were asked to add were too high for them to deal with. In

Key Stage 2, most of the lessons were satisfactory with a small number of good lessons. Lessons are generally planned to reflect the requirements of the Numeracy Strategy, and some teachers set clear objectives and have a good understanding of the methods recommended in the strategy. Overall there are insufficient opportunities given to explore alternative strategies for mental calculations and there is not always a sharp focus on mental recall. Teachers assess pupils' understanding well and give them help and support when difficulties arise but some teachers are still not confident in providing work matched to all levels of ability. Some teachers help pupils assess their own learning. For example, in one class a wall display of individual targets helps pupils judge how well they are progressing. However, the plenary is not often used well to check whether the learning proposed for the lesson has been achieved. Homework is set consistently and is providing a good support to pupils' learning.

104 There are good procedures for assessing pupils but not all teachers use daily assessments sufficiently to inform their future planning. The school uses appropriate tests at the end of each year to predict overall levels of attainment at the end of Key Stage 2. This is not extended to a system which tracks individual pupils' progress through the school, nor is it sufficiently used to target groups of pupils and their specific needs.

105 The subject is well led. The co-ordinator has guided teachers to devise activities and programmes of work which are based securely on the requirements of the National Numeracy Strategy and this has meant that the school has made a satisfactory start to the implementation of the numeracy lesson. The co-ordinator has received a good level of training and provides a good role model for others in her teaching. However, the co-ordinator has not yet had an opportunity to monitor and evaluate how teachers are putting their plans into operation. Attainment is rising. This is shown both in the pupils' current work and in the assessments carried out over the past year.

Science

106 The attainment of pupils now in Year 2 is above the national average. This is similar to the results of the teacher assessments of seven-year-olds in 1999 and in 1998. The pupils' performance in the national tests at the end of the Key Stage 2, in 1999 was well above the national average. The attainment of pupils now in Year 6 is well above the national average. The trend in science over the past three years shows a consistent picture of attainment above the

national average. Pupils' attainments by the age of seven is an improving position from the time of the last inspection where standards were judged to be in line with the national average at the end of Key Stage 1. Pupils' attainment at the end of Key Stage 2 is similar to that at the time of the last inspection.

107 By the age of seven, pupils have an appropriate level of knowledge for their age, and appreciate science as part of a wider range of topics. In Year 1, the pupils study the human body and find out about their height, weight, hair colour, eye colour and take their fingerprints. They use their information to produce a book all about themselves. They can label parts of their body and correctly identify specific areas on a picture of a person. They are able to organise their thoughts and indicate what they can do and how that is different from what a baby can do. For example, they recognise that a baby is only able to drink milk whilst they are able to eat solid foods. They understand that some things have never lived whilst others are alive. The pupils in Year 2 are able to identify different given sounds on a tape such as an elephant and a clock. They recognise that they need to listen carefully and that they hear the sounds through their ears. The pupils use a wide range of methods for recording the results of their observations.

108 By the age of eleven, pupils have a good understanding of a fair test when conducting their experiments. The pupils in Year 6 know that their pulse rate will increase as the result of exercise and have a good understanding of the functions of some human internal organs, for example that the heart is a pump and that the kidneys clean chemicals from the blood. They use scientific vocabulary well. For example, writing about toxins and circulation.

109 By the time they are seven pupils have a good knowledge of different parts of the body and are beginning to understand how senses work. They record their findings well in different ways. For example writing a sound "story" to record the different types of sounds they have heard.

110 Pupils make good progress in science throughout both key stages. The pupils with special educational needs make good progress as they are well supported in the class by the teachers and special educational needs support staff. The pupils in Year 4 work with a range of containers to decide which container will retain the heat best. They understand that they must conduct the experiment in a careful and systematic manner and are able to read the temperature from a range of thermometers. They clearly understand that the thermometers available have a range of uses and limitations. They understand that to take the temperature of the water and recording the results must be done very accurately. In

Year 3 pupils experiment with a range of materials to find out which they think may be the most hard wearing and after their hypotheses they test their predictions. At the end of their experiment they look carefully at their results and see if their thoughts were accurate. The pupils also test a range of paper towels to see which are the most absorbent and which are the least. They realised at the end of their session that they needed to modify their tests because their results showed anomalies. This they realised was due to the different ways that water was dropped onto the paper towel. The pupils conducted their experiment carefully and thought about their results considering how best to improve and refine their work.

111 During Key Stage 1 pupils develop an understanding of testing ideas, they listen to a range of sounds and identify them appropriately. Pupils in Key Stage 2 build upon the enquiry skills they have developed earlier. The pupils' good progress throughout both key stages and is due to the careful building of skills, knowledge and understanding of science. Work is built upon a concept map which is used at the beginning of a topic. This enables the teachers to clearly identify the starting point of the pupils. Investigation work is clearly firmly embedded throughout both key stages and this has a very positive impact upon the progress of the pupils throughout both key stages.

112 Pupils enjoy the subject and sustain their concentration throughout the lesson. They are clearly excited and very interested by the tasks set and are prepared to work carefully and think about their work. They listen to the class teacher and discuss their work with others in an organised and systematic way. Pupils of all levels of attainment show pride in their work and try to record their results in a systematic manner. They are independent in their work planning, organising and recording their experiments. Pupils are well behaved and listen quietly to the class teachers' instructions.

113 The quality of teaching is good at both key stages with a very good lesson observed in Key Stage 2. In the very good lesson, the teacher encouraged the pupils to construct their own experiments and invited the pupils to work effectively together. She encouraged the pupils to develop their own ideas and suggestions and posed interesting questions to ensure the pupils thought around the set task. The teachers throughout the school have good subject knowledge and always use the correct scientific language. This ensures that the pupils develop an appropriate scientific vocabulary and develop their thoughts as scientists. The planning of lessons is good with every lesson having a clear learning objective. The teachers plan a good range of experiments so that the pupils work is clearly and effectively focused upon experimentation. Lessons have good pace which ensures that the pupils interest is maintained and they remain on task. The teachers have high expectations of the pupils and ensure that all tasks are carefully matched to their prior attainment. In the Year 3 and 4 class the teacher clearly expected the higher attaining pupils to do more written work than the lower attaining pupils. Resources are satisfactory and are stored appropriately. Support staff are used well to

support all pupils especially those with special educational needs. The teachers promote literacy and numeracy appropriately. Pupils make accurate measurements and use a wide range of writing.

114 All requirements of the National Curriculum are met at both key stages. There is a helpful science policy and a detailed scheme of work to guide staff as they plan their lessons. The assessment procedures are very thorough and help the staff to assess the levels at which the pupils are working. The effective science co-ordinator monitors teachers' planning and also the quality of the pupils' work. Pupils' books are marked supportively but marking does not always point to areas that the pupil might improve.

OTHER SUBJECTS OR COURSES

Information Technology

115 At the end of Key Stage 1, the pupils' attainment matches expectations for this age. At the end of Key Stage 2, pupils achieve some of the strands of the programme of study of the National Curriculum at the level expected for their age but overall their attainment is below national expectations. Provision for information technology was unsatisfactory until the installation of a computer suite just over a year ago. The pupils in Key Stage 1 have had the opportunity to work in the new computer suite for over a year and the good teaching taking place in their lessons has enabled them to achieve at the level expected for their age. However, the pupils in Year 6 have not been able to catch up on all the areas of study in a year.

116 Progress is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils in both key stages make very good progress in attaining the skills of word processing, data handling and general use of information technology. Pupils in the

younger classes in Key Stage 2, make good progress, building on previous knowledge. In the older classes pupils' progress is good in lessons in the computer suite but in previous years they have made insufficient progress and this is still evident in aspects of their understanding, such as how to add to or amend data that has been stored and how to interpret findings and present it in the form of a graph. In both key stages progress made during lessons in the computer suite cannot be reinforced during class lessons as most classrooms do not have a computer. This limits the pupils' progress as critical and autonomous users. Many pupils practice the skills they have acquired during their lessons on their computers at home and this is useful but others do not have this opportunity. Pupils with special educational needs make good progress in both key stages in relation to their prior attainment.

117 In Year 2, pupils understand and use terms such as "log on" and "log off". They have a good understanding of the function of computers in storing information. They have begun to successfully follow the procedures to save their own work both in a file on the hard drive and on a floppy disc, with the support of the classroom assistant. Some pupils press keys hesitantly and do not fully understand the functions of some of the most commonly used keys such as the return key. Their use of the mouse is much better, for example during a lesson on deleting and inserting words they all successfully used the highlighting process to mark particular text.

118 In Year 6, pupils interrogate data very well, using a program in which the data has already been entered. They understand terms such as "field" and can explain it well to others. They have not yet entered data they themselves have selected and so have not had the opportunity to build up experience which would allow them to understand that poor quality information yields unreliable results. They also have insufficient experience to make a reasonable judgement about which type of graph to use to present their findings in a visual format. They use the keyboard with satisfactory confidence and have begun to make decisions about how to communicate ideas, for example choosing between a vertical or horizontal "banner" for a newsletter. They can combine different forms of information, such as a picture and text but have not extended their understanding of making choices about presentation using information technology.

119 The pupils are very keen. When their allocated information technology time arrives there is an immediate buzz of approval from those who are leaving their classroom to accompany the learning assistant to the suite. They listen to the initial explanation carefully and respond to all requests quickly and sensibly. Care for equipment is a priority.

120 The quality of teaching is always good. The lessons take place in the computer suite and comprise a third of a class. They are planned jointly between the class teachers and the assistants who deliver the lessons. Planning has several good features; clear and achievable objectives which are explained to the pupils; a good balance of explanation and tasks and a plenary. The classroom assistants have good subject knowledge and challenge pupils' understanding well. They use correct terminology and pose questions which check the pupils' understanding of the computers' functions. For instance, asking pupils learning how to save on a disc, the difference between the floppy drive they are about to use and the main hard drive within the computer. Lessons proceed at a brisk pace but, when appropriate, time is given for pupils to think out problems. The classroom assistants have developed very good relationships with pupils. They support those with problems and encourage others to move on when ready. They assess pupils' learning effectively

and use assessments in their planning of future work. Occasionally tasks are partly a revision of knowledge for the higher attaining pupils but there is always an element in the lesson which matches their needs. The plenary is a very good element of the lesson but there is generally insufficient time for pupils to participate fully. All the tasks undertaken are included in the plenary tick off sheet. With less items, a greater focus on the day's main achievements could be made.

121 The school has organised the use of the computer suite very well within the overall plan for all subjects. It effectively provides for all pupils to participate and make progress in learning skills. The planning in blocks of work is appropriate and ensures that all of the National Curriculum is taught. However, without a computer accessible during other lessons it is difficult for teachers to plan work to extend pupils' understanding of the computer as a problem solving and recording tool through other subjects and in independent research or enquiry.

122 The subject is well led. The co-ordinator has focused attention on the way forward for this subject and has good plans in place to provide the necessary equipment to address the current problems. She offers staff support and guidance effectively. However, there is no money currently identified in the budget for computers and plans are dependent on the success of the school's bidding process for external funding. The current level of hardware is unsatisfactory. The

school has made a significant improvement in the subject since the last inspection. It is well placed to improve further.

Art

123 Pupils attainment at the end of both key stages is broadly typical for their age. Pupils make satisfactory progress in art in both key stages. Progress throughout the school is good in painting and the use of paint. Insufficient work in three dimensional media was seen to judge progress in this area. Pupils with special educational needs make similar progress to other pupils.

124 In the youngest classes pupils use paint for their self portraits and explore colour and shape imaginatively. In the older classes in Key Stage 1, their pictures of the world as seen from outer space, spinning in a void, already show sensitiveness to colour and the different shades obtained through mixing with white. They produce landscape pictures with a realistic horizon line but still tend to place most of the features, such as trees or houses along the skyline. Their drawings and illustrations develop satisfactorily.

125 In Key Stage 2, pupils continue to progress well with their use of paint and some pupils achieve high standards in the balance and tone of their pictures. For example; paintings of summer flowers in shades of blue where the profusion of the flowers is captured and a contrasting composition where there are single stems of flowers in warm tones of red and yellow. Pupils develop a sense of texture through pictures using a variety of collage. They make good progress in learning about the work and objectives of different artists as in a lesson on Gustave Klimt when pupils use a view finder to focus on a certain area of a print of the artist's work. Pupils in Year 6 exploring the different qualities of line and tone in their own representation of the human face generally made good progress in the lessons but many had to start from an early point having little understanding of how to control the pressure they applied to the pencil.

126 Pupils enjoy art. A good number choose to attend the after school art club and there are expressions of delight when they discover an art activity is prepared for them. They behave sensibly during lessons and use resources well, sharing with others when necessary.

127 Teaching is never less than satisfactory and often good. In the best lessons teachers were confident in their knowledge. They provided pupils with a good balance of explicitly explained techniques and opportunities to try out skills and investigate their own ideas. A good range of resources in one lesson included a pencil portrait done by a parent. In some lessons, teachers are less knowledgeable about techniques and the purpose of resources. For example offering HB pencils for sketching and shading when a softer pencil would be appropriate, or providing blocks of paint for mixing rather than powder paint which gives greater control and is more challenging.

128 The subject is well led. The co-ordinator gives good advice and guidance to colleagues on techniques and methods. Enthusiasm for the subject is high. For example local competitions are entered and won. Pupils are given the very good opportunity of an after school art club. There is satisfactory planning and examples of work are kept to provide a useful record of the quality of work achieved in each year group. The subject has not had prominence in school development planning and currently the difficulties with the school's finance means that resources such as paint are limited. This has affected the curriculum planning. The co-ordinator has a good level of knowledge of art. However, he has had insufficient training in developing the subject so that it plays an important part in the overall cultural development of pupils.

Design and Technology

129 Pupils' attainment at the end of both key stages is above that typical for their age. Pupils make very good progress in Key Stage 1 and good progress in Key stage 2. During Key Stage 1, pupils develop their understanding of the designing and making processes so that by the end of Year 2 they can design and make, for instance, a sandwich for lunch. They can investigate and evaluate different kinds of bread and fillings and make decisions about which they will use and why. In a simple teacher-devised format they can record their design ideas, considering criteria like colour and what extra they might include on the plate. Pupils can express and communicate their ideas well both orally and in writing. They have built upon knowledge and skills they have developed lower down the school where

they have designed a wrapping for a three dimensional shape and designed and made a hot-air balloon. They are developing familiarity with a variety of materials, and developing different ways of assembling, joining and combining materials and components. They are developing confidence in making choices.

130 During Key Stage 2, pupils take on more responsibility in the design and making process. They develop greater knowledge and understanding of structures, and of how materials can be combined and mixed. They develop their understanding of how products function through investigating, taking apart and evaluating products like different kinds of battery-operated lights, and a variety of containers. They can relate the way things work to their intended purpose, as, for instance, evaluating a camping torch, a bicycle torch and a child's night light. Generally, pupils are making better progress in design and evaluating skills than in making and finishing skills. Accurate measurement and confident and proper use of tools is less advanced for many pupils. Pupils in Year 4 were making very good progress in the design and making of a bridge. They had generated and clarified a range of ideas well; they had developed a clear idea of what needed to be done and in what order; they had communicated their ideas well in drawing, labels and text; and had evaluated sensibly both design and emerging product. Pupils were able to explain clearly what they were attempting to do in the construction of their bridge, where they had had problems, and what solutions they had devised. Some pupils had learnt through inaccurate measurement and imprecise use of the saw that the legs for their bridge were not all of the same length, nor square at the ends. Older pupils have made clay pots and sewn a bag for Mother's day. Year 6 pupils have made good use of their mathematical knowledge of shapes and area to design and make a box containing sweets they had made themselves.

131 Pupils clearly enjoy lessons in design technology. They respond well to questioning and discussion, and participate with enthusiasm in practical activities. There are high standards of behaviour, pupils concentrate very well, and they try hard. Pupils in a fourth-year class worked particularly well on their project on bridges. They were clear about what to do and took responsibility well; they observed safety aspects in the use of tools and equipment; and worked very sensibly next to other pupils in the class.

132 The quality of teaching is very good. Medium-term and daily planning is very good with very clear definition of the particular skills and knowledge that are to be developed. The organisation and management of the lessons was very good; so that pupils were able to work with clear criteria in mind and with positive interest in the activities. Questioning and discussion both at class and individual level help pupils clarify their understanding. Good day-to-day assessment of pupils' capabilities are made and helpful and supportive feedback given to children. Common formats and procedures for pupils to record and store their work also lead to a good consistency of approach.

133 The co-ordinator has been in this role only two years, but in that time, with the support of the senior management and other members of staff, has been able to use specialist knowledge to greatly improve provision for the subject. In the last inspection report standards were reported as below national expectations in both key stages, and a key issue was the need for the school to raise standards. This it undoubtedly has done. There have been significant improvements in resources, in planning, in the range of learning opportunities provided for pupils and in the range of materials available to them. Good opportunities for professional development and good guidance and support for planning and organisation has enhanced teachers' knowledge and confidence well. There is very good monitoring of the subject. The co-ordinator checks and evaluates teachers' plans, assessments of what pupils have learned, and examples of pupils' designs and photographs of products. The whole school has re-examined the timetabling of the subject and enhanced provision this way. The co-ordinator has a clear appreciation of present shortcomings and of priorities for future development.

Geography

134 Pupils' attainment at the end of Key Stage 1 is broadly typical for their age. At the end of Key Stage 2, it is above this. The progress of pupils in Key Stage 1 is satisfactory. At the age of seven pupils have had a range of experiences covering the requirements of the national curriculum. They know the names of the different countries of the United Kingdom and have a sound understanding of some of the main features of their immediate environment. Many of the pupils, in a discussion on the experiences of a bear, which a pupil had taken to visit America, were able to draw some comparisons between their own environment and that of another continent.

135 In Key Stage 2, pupils' progress is good. By Year 6, they have developed the skills necessary to understand geographical concepts and are able to use correct vocabulary to describe features of physical and human geography. The pupils' attainment in Year 6 in physical geography is above national expectations. They are able to competently explain a range of physical geographical features in a river system, such as meanders, tributaries and estuary and also

“frozen H₂O”. In Years 3 and 4 they develop a good understanding of the importance of field work on a visit to collect data on environmental damage. They record their findings well and begin to show an understanding of how human activity effects the environment. Most pupils were able to explain the damage and environmental impact of what they had seen and use secondary sources of evidence through photographs to develop an argument for environmental improvement. This was well supported by work in literacy in letters which the children wrote in response to their investigation.

136 Pupils’ response to geography lessons is never less than good and usually very good and on occasions excellent. There is obvious enjoyment of the educational experiences which the teachers provide.

137 Overall, the quality of teaching in Geography in both key stages is good. In Key Stage 2, teaching is often very good. Teachers in both key stages have a good knowledge and understanding of the subject. In Key Stage 2, there is clear focus on specific geographical skills and the way to develop these in pupils’ learning. Discussions are well paced with pupils given the opportunity to contribute. The teachers’ obvious enthusiasm for the subject provides lively and stimulating lessons. Pupils’ learning and their work is assessed accurately and assessments used to plan future work.

138 Planning for the subject is comprehensive and covers all the requirements of the National Curriculum and the allocation of time to the subject is appropriate. There is a policy in place and the school has adopted a national scheme of work. There are some good links with literacy. Links with numeracy through map work and collecting data are satisfactory. Written work is sometimes processed on the computer but in the main there are few opportunities to use information technology. The subject provides pupils with an opportunity to learn about and appreciate other cultures.

139 The newly appointed co-ordinator has made a sound start to planning improvements for the subject. The school now has a small range of videos and computer discs which enhances the learning opportunities of the pupils. Resources have improved since the last inspection.

History

140 At the end of both key stages pupils’ attainment in history is above that usually found in other pupils of seven and eleven. Pupils, including those with special educational needs make good progress throughout the school.

141 Younger pupils in Key Stage 1 begin to develop a sense of the passing of time and the changes that occur in everyday life by looking at a selection of toys in use over the past one hundred years. They are puzzled by the whip and top and are very sure that it is not a toy that children would want today. Pupils’ understanding of the passage of time continues to develop well in Year 2. Their writing about famous people is well centred on the period of time in which each person lived. For instance, Henry the Eighth’s unpleasant life style is described and summed up as “he was Mr. Grumpy.” The king is compared unfavourably with the American moon-landing team who were “brave”. Pupils can give a very good indication of the difference between the length of time since the death of Queen Victoria and the death of Boudicca.

142 In Key Stage 2, pupils continue to make very good progress in their ability to place people and events within a chronological framework. In this key stage they can identify and define periods of history such as Tudor or Ancient Egypt. Their understanding of the main aspects of a period, such as the worshipping of numerous gods by the Romans and Egyptians develops well. They write pieces which show a growing awareness of how to relate to the experiences of men and women living at the time. For example; a touching “diary” written as if from a soldier in the trenches in World War 1, emphasises how much he is missing his family. Progress in understanding the importance of artefacts and other primary sources of information develops well. By the time they are in Year 6 pupils can explain how the different observations they have made about a sarcophagus during a museum visit provides them with information.

143 Pupils enjoy history. In a Year 2 class, they showed their history projects completed at home with parental help with great pride and satisfaction. Pupils are attentive during explanations and behaviour is very good.

144 The quality of teaching is good. Teachers have secure knowledge, particularly of the periods chosen for study and the methods of developing pupils’ awareness and appreciation of a chronological time scale. Expectations of pupils’ understanding of related vocabulary and the characteristics of different periods is high. Teachers use a good range of strategies, for example drama, to illustrate and “bring alive” the very different experiences of people in times past.

Difficult subjects are discussed as in the lesson on mummification in Ancient Egypt. There is good use of outside resources through museum visits and visitors into school. Teachers encourage the use of books and libraries for pupils

to access information themselves. However, the school has insufficient computers, accessible during history lessons for teachers to provide opportunities for historical research using CD-ROMS and the Internet. Homework is used well to support learning in the class, but parents would welcome some information at the start of the term to help them to be better prepared to support pupils' interest and learning in history topics.

- 145 The subject is well led. The co-ordinator takes part in teachers' planning at the start of the term and monitors teachers' short-term plans and pupils' work thoroughly. The new planning from the Qualifications and Curriculum Authorities has only been in place for a short while and the co-ordinator is monitoring its effectiveness. Current curriculum planning is appropriate but the school is wise to keep an eye on the development of pupils' skills and knowledge in view of the fact that less time is available for the subject and a new long-term plan has been introduced. Resources are satisfactory and have been augmented by parental contributions. However, the lack of direct access to a computer for research and enquiry is limiting progress in this aspect at Key Stage 2.

Music

- 146 By the end of both key stages pupils' attainments in music are similar to those found generally in pupils of seven and eleven. This is a similar picture to that reported at the last inspection. Pupils make good progress throughout both key stages in singing. However, overall in both key stages progress for pupils, including those with special educational needs is satisfactory. The pupils sing a wide range of secular and religious songs and clearly enjoy and attain good standards in this aspect of their work. Singing is used by the school as an important element in their religious services both in the church and the school.
- 147 Pupils' singing of hymns and well-known songs throughout the school is good. They are able to sing a range of hymns for Mass. They control their voices well showing appreciation of the dynamics, rhythm and tone of the song. They are able to sing in two and three parts and as an echo, in response to a phrase sung by one section of the school. In music lessons, in Key Stage 1 the pupils tap and clap in time to the music. They are able to identify the chorus and the verse in a song and they talk about the music making them feel happy. The Year 2 pupils play their instruments in time to the music and particularly enjoy marching to the music. They are able to identify which instruments would be the best to use to reflect and complement the particular piece. Pupils in Year 3 work well on a challenging composition which they could play with great discipline and control. They were able to concentrate and play their instrument at the correct time and for the correct number of beats. At the end of their piece they listened carefully to the recording on the tape recorder and then they made suggestions as to how they might improve their work. In Year 4 the pupils listened carefully to Mozart's Horn Concerto and identified when the horns played and the orchestra, and that the orchestra copied the tune played by the horns.
- 148 The minority of pupils who have extra tuition for recorders and violin make good progress. During Key Stage 1, pupils build on the awareness of musical elements begun in the reception class in performing, composing, listening and appraising and make satisfactory progress by the end of the key stage. Key Stage 2 pupils continue to make satisfactory progress as they consistently build on these skills. By the end of the key stage they develop an increasing level of understanding of how these elements may be combined to produce their own music.
- 149 Pupils have good attitudes towards music. They become increasingly aware that careful attention to detail will produce a rewarding level of quality in their singing and music making. They sing in lessons and in assemblies with enthusiasm. The pupils in Years 1 and 2 sing their prayer at the beginning of the afternoon school session. The pupils easily learn new songs, taking their lead from the expertise of the music co-ordinator. The pupils concentrate to a high level and listen carefully to their work and make good suggestions for improvement. They are keen to play their instruments and take responsibility for playing the different percussion instruments at the correct time. They work well together in their lessons and are very enthusiastic.
- 150 The teaching of music is good overall. The class teachers plan their work well and have appropriate expectations of the pupils. The very effective and comprehensive scheme of work enables the teachers to plan and deliver good quality lessons. The teachers plan their lessons well, use the appropriate musical vocabulary and manage the pupils well. The class teachers use resources well and try hard to ensure that the pace of the lesson is brisk. There is a clear emphasis on how the pupils can improve their work and succeed.

151 The co-ordinator leads the subject well and provides guidance and support to non-musicians. The effective and comprehensive scheme of work enables the teachers to plan and deliver good quality lessons. Although the resources are satisfactory, many of the tuned instruments are in need of replacement. They are well stored and well organised. The school gives the pupils good opportunities to sing in assemblies and larger school productions and the use of instrumental performance is well developed.

Physical Education

152 The pupils' attainment at the end of both key stages is above that typical for their age. By the end of Year 2, in gymnastics, pupils plan and perform smoothly a series of linked actions in both floor work and on apparatus. They select balancing, turning, jumping and climbing movements with understanding of how one type of movement can be contrasted with another. They understand the value of exercise and can explain that their heart beats faster when exercise takes place so that "muscles can work better". At the end of Key Stage 2 pupils know that fitness can be measured by the speed at which the heart returns to normal. In gymnastics, they develop sequences of movements with an increased level of difficulty in the type of balances and jumps that they choose for example sometimes using cartwheels and when asked to include a movement bearing weight on their hands. In games they have an extremely well developed sense of fair play and most pupils have developed abilities in football, netball and athletics far above national expectations.

153 Throughout both key stages pupils make good progress in all the areas of physical education, for example improving their ability to express changes in mood and feeling through gesture and the quality of their movements in dance. The standard of physical education is a strength of the school.

154 Pupils' response to their lessons is generally good in both key stages with pupils keen and enthusiastic about their lessons and showing a willingness to learn new skills. They listen attentively to the teachers' instructions and to the developmental points being made about their own performances. They work co-operatively together, sharing their ideas and learning from each others' examples in lesson demonstrations. Occasionally in Key Stage 2, there is too much chatter.

155 The teaching of physical education throughout both key stages is good. Teachers have good knowledge of the subject. They are skilful in demonstrating and explaining the skills and techniques of the each element of the subject safely. They have high expectations and promote positive attitudes to physical education, a sense of fair play, safe practices and a healthy lifestyle from an early age. Teachers use demonstrations by themselves and by other pupils effectively. They allow pupils sufficient time to practise during lessons. The planning is good and identifies skills to be taught and these are assessed well as the lesson proceeds.

156 The subject is well led by a co-ordinator of great experience and is ably supported by staff who regularly give of their time to encourage sporting excellence in their pupils, including organising after-school activities. The co-ordinator monitors the effectiveness of the teaching and demonstrates and disseminates good practise. Assessment procedures are in place and are effective in raising standards.

157 Resources are generally satisfactory but are good in the provision for games. Much additional equipment has been provided through the collection of vouchers and this has proved to be an invaluable source of funding. The school does not have a field of its own nor a playground that is particularly suited to competitive games. However, pupils take part in local competitions for football, netball and athletics and often achieve success.

158 An additional evaluation of swimming provision took place during this inspection. The following report summarises the findings.

159 In Year 6, all pupils could swim at least 25 metres competently and in safety and the majority of them are able to swim much further than this as evidenced through a variety of swimming badges and certificates which they have earned. They all showed proficiency in a range of strokes using both arms and legs for propulsion on their backs and fronts and all were able to adopt floating positions or tread water. Good progress was made during the lesson by pupils, including those with special educational needs because the instructor gave the pupils good guidance on how to improve and moved the lesson on with good pace so that pupils were practising their strokes for the majority of the

time.

- 160 The instructor is suitably qualified and enjoys a very good relationship with the pupils. The instructor develops their confidence in the water and has good expectations of pupils stamina and determination to succeed. The lesson was well planned with appropriate activities at the start and finish. However, neither the school nor the swimming instructor have teaching plans to address the principles of water safety and survival. Consequently the pupils are not able to meet the full requirements of the National Curriculum in respect of swimming.
- 161 The ratio of adults to pupils in the water is satisfactory. However, the school has not undertaken a risk assessment of the provision for swimming and have not discussed with the management of the pool procedures for additional help if an accident should occur.
- 162 The school provides good transport to the pool on a coach with fitted seat belts. Swimming provision has been cut during the current academic year by 50 per cent. Currently swimming provision is for Years 5 and 6. It is allocated sensibly, allowing pupils three alternate half-terms of swimming during the year.

Part C: Inspection Data

SUMMARY OF INSPECTION EVIDENCE

- 163 The inspection in school was carried out over four days from the 8th to the 11th of November 1999. The team comprised a lead inspector, three team inspectors and a lay inspector. The inspection took the equivalent of 19 days.
- 164 Prior to the inspection documentation in respect of the school's planning and policies were examined. The findings of the last Ofsted report were considered and the government's analysis of the school's context and performance in national tests at the end of both key stages.
- 165 A meeting was held for parents and their views sought on a range of aspects of the school's work. A questionnaire was used to survey parents' views. The results of the survey were analysed and some parents wrote letters to explain additional points.
- 166 During the inspection, the team saw 88 lessons, or parts of lessons. Every class in the school was included in the inspection. The work of support teachers and staff was inspected. Owing to the school's timetabling arrangements, in design and technology and history only two lessons in these subjects were seen and in art only one lesson was seen at Key Stage 1.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	299	3	27	26
Nursery Unit/School	28	0	0	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	12.30
Number of pupils per qualified teacher	24.31:1

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	105

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	28

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	32.50

Average class size:	14
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Financial data

Financial year:

1999

	£
Total Income	460223
Total Expenditure	461426
Expenditure per pupil	1419
Balance brought forward from previous year	11359
Balance carried forward to next year	10156

PARENTAL SURVEY

Number of questionnaires sent out:

299

Number of questionnaires returned:

51

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	39	2	8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	41	0	0	0
The school handles complaints from parents well	27	49	20	0	0
The school gives me a clear understanding of what is taught	29	59	8	4	0
The school keeps me well informed about my child(ren)'s progress	27	57	12	4	0
The school enables my child(ren) to achieve a good standard of work	47	53	0	0	0
The school encourages children to get involved in more than just their daily lessons	35	49	12	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	45	10	2	0
The school's values and attitudes have a positive effect on my child(ren)	69	29	2	0	0
The school achieves high standards of good behaviour	63	35	2	0	0
My child(ren) like(s) school	78	20	2	0	0

1.

Percentages in parentheses refer to the year before the latest reporting year