

# INSPECTION REPORT

**St Ambrose Barlow Catholic Primary School**  
Wigan

LEA area : Wigan

Unique Reference Number : 106510

Headteacher : Mr. B Dorgan

Reporting inspector : Mrs. J E Platt  
11565

Dates of inspection : 4<sup>th</sup> – 7<sup>th</sup> October 1999

Under OFSTED contract number: 706826

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Aided
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Manchester Road Astley Tyldesley Greater Manchester M29 7DY
Telephone number :	01942 883912
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr S Fleming
Date of previous inspection :	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Platt, RgI	English Art Physical education Special educational needs	Attainment & progress Teaching Curriculum & assessment Leadership and management
Mrs J Beattie, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr B Lord, Team Inspector	Science Information technology Design and technology Music	Staffing, accommodation and learning resources Efficiency of the school
Mrs M Leah, Team Inspector	Mathematics History Geography Under Fives	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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## REPORT CONTENTS

## Paragraph

### MAIN FINDINGS

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### KEY ISSUES FOR ACTION

### INTRODUCTION

Characteristics of the school 1 - 5  
Key indicators

### PART A: ASPECTS OF THE SCHOOL

#### Educational standards achieved by pupils at the school

Attainment and progress 6 - 17  
Attitudes, behaviour and personal development 18 - 22  
Attendance 23 - 24

#### Quality of education provided

Teaching 25 - 36  
The curriculum and assessment 37 - 42  
Pupils' spiritual, moral, social and cultural development 43 - 47  
Support, guidance and pupils' welfare 48 - 53  
Partnership with parents and the community 54 - 57

#### The management and efficiency of the school

Leadership and management 58 - 65  
Staffing, accommodation and learning resources 66 - 72  
The efficiency of the school 73 - 81

### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 82 - 92  
English, mathematics and science 93 - 117  
Other subjects or courses 118 - 158

### PART C: INSPECTION DATA

Summary of inspection evidence 159  
Data and indicators

## MAIN FINDINGS

### What the school does well

- Pupils achieve high standards in English, mathematics and science. Standards in reading are a feature of the school and have a significant impact on attainment in other subjects.
- Teaching is of good and often very good quality.
- Establishes a happy community where pupils have very good attitudes to learning. This has a significant effect on the good progress made.
- The headteacher, governing body and staff provide strong leadership and have a very clear focus on raising standards.
- Provides very good support and guidance for pupils and conscientiously promotes their welfare.

### Where the school has weaknesses

- The provision for children who are under five does not meet the needs of this age group.
- Information technology is not fully developed and standards in this subject are below the nationally expected level.
- Insufficient availability of support staff in some areas of the school.

**The weaknesses identified are outweighed by the school's strengths, but they will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has maintained or improved upon the many good features identified in the previous inspection report. Attainment in English, mathematics and science has improved and by the end of both key stages is good and is above the national average. Standards in design and technology and music have improved and pupils now make good progress in these subjects. Overall teaching has improved in Key Stages 1 and 2 and is now good. The role of the deputy headteacher has been clarified and now includes managerial responsibilities that are carried out very effectively. Teachers' planning is more detailed and ensures tasks set build on prior learning. The headteacher and subject coordinators monitor provision and implement any necessary changes to ensure pupils' needs are fully met. Assessment systems are now in place and teachers make effective use of assessment information when planning future activities. Significant progress has been made to strengthen the partnership with parents and this is now good. Recent building alterations have increased the space available in the school although there is still a shortage of storage space. The only outstanding issue is the curriculum for the children under five. The school has received good advice to address this weakness but in practice it has not been resolved. The curriculum provided for these children is narrow and insufficient attention is given to provide a breadth of experience in all areas of learning identified as suitable for this age group. The headteacher and governing body are aware of the needs of the school and it is well placed to make further improvements.

## 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	<p style="text-align: center;"><b>Key</b></p> <p><i>well above average</i> A  <i>above average</i> B  <i>average</i> C  <i>below average</i> D  <i>well below average</i> E</p>
English	A*	A	
Mathematics	A	B	
Science	A	B	

This information shows that the standards in English, mathematics and science are well above the national average. When compared with the results of similar schools, standards in mathematics and science are above average and English is well above average. These results are based on the 1999 National Curriculum test results at the end of Key Stage 2. They are significantly higher than previous years and show an increase in the number of pupils attaining above the nationally expected level. Since 1996 attainment has been generally above the national average and trends are improving. Current standards attained by 11 year olds are above average but not quite as high as the 1999 standards.

At the end of Key Stage 1, the proportion of pupils attaining the nationally expected level in English, mathematics and science is above those normally encountered. In information technology standards fall below the nationally expected level at the end of both key stages, because insufficient time has been allocated to the subject and the school has been short of appropriate resources. Pupils make good progress throughout the school in history, geography, design and technology and music. Satisfactory progress is made in physical education in Key Stage 1 and it is good in Key Stage 2. Progress is satisfactory in art.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Unsatisfactory	Good	Good
Mathematics	Unsatisfactory	Good	Good
Science		Good	Good
Information technology		No judgement	No judgement
Religious education	Not applicable	Not applicable	Not applicable
Other subjects	Satisfactory	Good	Good

The quality of teaching was satisfactory or better in 92% of the lessons observed. In 61% of lessons seen teaching was good or better, and in 25% of these lessons it was very good. The overall quality of teaching was good, but there were weaknesses in the teaching for the under fives where the curriculum and teaching organisation does not provide for the needs of the children. There is insufficient non-teaching support for this age group. During the inspection there was insufficient evidence to make a judgement about the quality of teaching of information technology.

*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	Very good: pupils behave well in class and around school. This has a significant effect on the learning atmosphere and pupils' high standards.
Attendance	Good: above the national average.
Ethos*	Very good: pupils strive to produce their best work, attitudes and relationships are very good throughout the school.
Leadership and management	Very good: provides clear direction for the school. Good systems in place for further improvements.
Curriculum	Good: all requirements of the National Curriculum are met. Good balance of subjects with appropriate emphasis on literacy and numeracy. Planning for information technology lacks sufficient detail about skills to be taught and this restricts pupils' progress. The school has plans to resolve this weakness.
Pupils with special educational needs	Good: pupils are supported well and make good progress in relation to their prior attainment.
Spiritual, moral, social & cultural development	Good provision for pupils' social and cultural development: very good moral provision ensures pupils have a clear understanding of the difference between right and wrong. Good spiritual development reflects the Christian aims of the school.
Staffing, resources and accommodation	Satisfactory overall: teachers have appropriate qualifications and experience. Insufficient number of non-teaching assistants to provide teachers with the necessary support. Accommodation is satisfactory although the school still lacks storage space, the playgrounds are poorly drained and there is no outdoor provision for the under fives. Resources are satisfactory, some books are old and need replacing.
Value for money	Good.

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



## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"><li>• The children are happy at school.</li><li>• Good standards of work.</li><li>• The good values and attitudes which the school promotes</li><li>• The school keeps parents well informed.</li><li>• The good provision for pupils with special educational needs.</li></ul>	<ul style="list-style-type: none"><li>• Some parents felt there was a lack of consistency in the amount of homework pupils were given in different classes.</li><li>• A few parents would like more opportunity to take an active part in the life of the school.</li></ul>

Inspectors agree with the overwhelming majority of parents' positive views about the school. Inspectors shared parents' concerns about homework and found that the amount given to pupils does vary between classes and there is no system for parents to check what work has to be done at home. The school has on-going plans to strengthen links with parents and has already tried several ways to involve parents with activities in the school. Although parents are happy with the information they receive inspectors judge there is no system for parents to record the reading they do at home with their children.

### KEY ISSUES FOR ACTION

The headteacher and staff, in conjunction with the governing body, should:

1. improve the provision for children under five by:
  - raising the quality of teaching by providing training and monitoring classroom organisation and management
  - implementing a policy and scheme of work to provide well focussed learning opportunities in all the required areas of learning
  - making better use of assessment data to inform future plans and ensure tasks are set that extend children's learning
  - providing additional non-teaching support to ensure children work more purposefully in groups
  - improving accommodation and resources to provide regular opportunities for structured outdoor play.(See paragraphs 10, 26, 37, 60, 67, 71, 75, 85, 86, 87, 88, 89, 91, 92)
2. raise standards in information technology by:
  - implementing a scheme of work that ensures pupils of all ages and levels of attainment benefit from regular, progressive learning opportunities in the subject. (the school has guidelines to improve planning).(See paragraphs 15, 25, 28, 30, 33, 40, 42, 79, 97, 118, 119, 120, 121, 123, 141, 146)

In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan:

1. provide more opportunities for pupils in Key Stage 1 to progress to the higher levels in writing and science; (See paragraphs 7, 14, 29, 94, 109)
2. improve consistency in the amount of work set for children to do at home. (See paragraphs 35, 55, 99, 107, 116, 140)

3. replace some of the very old books on shelves in the school;  
(See paragraphs 72, 100)
4. ensure pupils do not regularly miss lessons to receive additional literacy support;  
(See paragraphs 39, 62)
5. continue to press for improvements to the playgrounds and for the provision of a perimeter fence;  
(See paragraphs 53, 71)
6. check that the gate to the school is closed when children are on the playground ;  
(See paragraph 53)
7. include all statutory information in the Governors' Annual Report to Parents;  
(See paragraphs 55, 59)
8. provide parents with a system to record the reading they do with their children at home;  
(See paragraph 55)
9. continue to extend provision for pupils to appreciate non-western cultures.  
(See paragraph 47)

## **INTRODUCTION**

### **Characteristics of the school**

1. St. Ambrose Barlow Catholic School was built in 1973 and is situated in Astley near Wigan. It is a Roman Catholic voluntary aided school and as such the governing body has made alternative arrangements for the inspection of religious education and collective worship. The surrounding area is mainly residential and pupils come from a wide range of socio-economic backgrounds.
2. The school is average in size having 208 boys and girls on roll. No pupils speak English as an additional language. Approximately 5 per cent of pupils are entitled to free school meals and this is well below the national average. The school has 41 pupils on the register of special educational needs and one pupil has a formal statement of need and this is similar to other schools of a similar size. The majority of children have had some pre-school experience and overall attainment levels on entry to the reception class vary from year to year but are broadly average. The school's assessment carried out as children start school identifies a broad spread of ability and shows some high and low attainment. The school is popular in the area and is oversubscribed.
3. There has been considerable improvement to the accommodation since the last inspection although this has not affected the number of classrooms. The number of pupils has increased slightly.
4. The many aims of the school are set out in the school prospectus and include providing a well-ordered community based upon the Gospel values. The school seeks to provide a broad and balanced curriculum that enables all pupils to grow in knowledge and to acquire skills that will ensure they achieve their full potential. The school also aims to enhance the partnership between the school, home, parish and the wider community.
5. The current priorities for the school include:
  - raising standards in English, mathematics and science
  - implementing and monitoring the national strategies in literacy and numeracy
  - improving attainment in information technology.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1

For latest reporting year:

Year	Boys	Girls	Total
1999	18	12	30
1998	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	17 (13)	18 (13)	18 (13)
	Girls	12 (19)	12 (19)	12 (19)
	Total	29 (32)	30 (32)	30 (32)
Percentage at NC Level 2 or above	School	97 (100)	100 (100)	100(100)
	National	79 (80)	83 (81)	86 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	17 (11)	17 (11)	18 (13)
	Girls	12 (19)	11 (17)	12 (19)
	Total	29 (32)	28 (28)	30 (32)
Percentage at NC Level 2 or above	School	96 (100)	93 (88)	100 (100)
	National	82 (81)	86(85)	87(86)

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<sup>1</sup>

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

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2

For latest reporting year:

Year	Boys	Girls	Total
1999	9	16	25
1998	19	10	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	8 (15)	7 (14)	9 (16)
	Girls	16 (7)	15 (7)	13 (7)
	Total	24 (22)	22 (21)	22 (23)
Percentage at NC Level 4 or above	School	96 (76)	88 (72)	88 (79)
	National	70 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7 (16)	7 (15)	7 (16)
	Girls	12 (7)	13 (8)	14 (8)
	Total	19 (23)	20 (23)	21 (24)
Percentage at NC Level 4 or above	School	76 (79)	80 (79)	84 (83)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions)

missed through absence for the

latest complete reporting year

		%
Authorised Absence	School	5.2
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

<sup>2</sup>

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

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	61
Satisfactory or better	92
Less than satisfactory	8

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. Overall standards of attainment at the end of both key stages are above the national average and this reflects an improvement since the previous inspection. Results of the 1999 National Curriculum tests and assessments in English, mathematics and science, at the end of both key stages confirm these high standards.
7. The National Curriculum test results at the end of Key Stage 1 in 1999 showed the proportion of pupils attaining the nationally expected level was high in reading, writing and mathematics. In writing and mathematics all pupils attained the level expected nationally for pupils of this age. In reading the percentage of pupils attaining above the national level was in line with the national average but in writing and mathematics the number of pupils attaining the higher level was below the national average. When compared with schools with pupils from similar backgrounds attainment in reading and writing was average and mathematics was below the average for similar schools. Teacher assessment in science in 1999 indicated all pupils attained the target level for this age and no pupils gained the higher level and this was below the national average. The success in all pupils attaining the nationally expected level reflects the good provision for pupils with special educational needs. Any weaknesses are identified early and appropriate support given to enable these pupils to make good progress and achieve similar results to their peers. The limited number attaining the higher levels brought overall attainment down when compared with similar schools. Analysis of the school's data of attainment on entry to the school indicates a minority identified as above average, the school does not always provide for these pupils to follow a curriculum that would enable them to achieve the higher levels. Trends over the last four years show attainment at the end of Key Stage 1 has been consistently above the national average and the school's results have improved in line with the national trend.
8. The 1999 National Curriculum test results at the end of Key Stage 2 show pupils' attainment in English, mathematics and science was well above the national average. When compared with similar schools attainment was well above average in English and was above average in mathematics and science. This shows a significant improvement on the 1998 results. However, the 1998 cohort included a more than usual number of pupils identified as having special educational needs. The 1999 results show a marked increase in the percentage of pupils attaining levels above the national average. In English 56% of pupils gained the higher level (level 5) and in mathematics 48% and science 52%. The school's assessment data identified the 1999 group of pupils including a larger than usual group of higher attainers. Inspection evidence from scrutiny of pupils' books and discussions with pupils shows that attainment levels in English, mathematics and science of the current Year 6 pupils are above average. Since 1996 attainment has remained above the national average with progress being very similar to the national trend. The school is well placed to achieve both the local and national targets set in English and mathematics.
9. The school monitors carefully for any differences in the attainment and progress of boys and girls and is successful in ensuring there is no differences of attainment related to gender.

#### **Attainment and progress of children under five**

10. Assessment of children under five soon after admission to the reception class shows overall attainment on entry to vary from year to year but is broadly average for children of this age, although only a few children are identified as high attainers. In the lessons seen during the inspection children made unsatisfactory progress in many aspects of the curriculum as teaching was often less than satisfactory and pupils received insufficient adult attention to ensure they made the progress of which many are capable. There was limited work available, either

from the children currently in the reception class or previous years, to assess progress over time. However, the current attainment of pupils in Year 1 indicates the majority make satisfactory progress and attain the nationally agreed learning outcomes for children of this age by the time they are five. This progress is greatly enhanced by the pupils' positive attitudes to learning and the support children receive from home particularly in reading and mathematics. In lessons seen progress was less satisfactory as tasks did not always extend children's learning. The curriculum provided for the under fives was identified as lacking challenge in the previous inspection and this has not been fully resolved. Most of the children have had some pre-school experience and are adapting well to the routines of the school and make sound progress in developing their personal and social skills. Children enjoy listening to stories and are developing their knowledge of letter shapes and their sounds. Parents have clear guidelines to help their children with reading and many use pictures effectively to tell the story in their favourite books. Children are beginning to recognise numbers and to form them correctly. They enjoy physical activities and move with increasing confidence and control. The children are developing an understanding of the world at large, they talk about the signs of autumn. Creative skills develop well in music but in other aspects tasks set are repetitive and this limits the opportunities children have to use their imagination. There was limited evidence of the use of computers to support learning.

### **Attainment and progress of pupils in Key Stages 1 and 2**

11. The overall progress made by pupils is good. It is currently better at the end of the key stages when teachers provide more challenging tasks and teaching is consistently good and often very good.
12. Inspection findings show pupils' attainment in all aspects of English is above the national average at the end of both key stages. Pupils make good progress throughout the school in speaking and listening. The successful introduction of the Literacy Hour provides ample opportunities for whole class discussions and teachers use this time very productively. At Key Stage 1, pupils listen attentively to stories and to instructions and conversation skills are good. Good progress is made and by the time they leave school pupils speak confidently in a wide range of contexts showing good variety in expression and vocabulary. Reading skills are firmly established in Key Stage 1 and most pupils read with confidence. Teachers make good use of these skills in other subjects and this has a significant impact on the good progress made. By the time they leave school pupils read an increasingly wide range of texts. By the end of Key Stage 1, pupils have made good progress in writing and enjoy writing short stories. Teachers promote these skills in other subjects and this has a significant impact on attainment and progress. For example, in geography pupils write out their plans for research and then make notes of their findings. In many history lessons pupils use their literacy skills effectively to research and write their findings. These experiences ensure that by the time pupils leave school they write successfully for different purposes. Progress in other subjects is supported similarly by pupils' good competency in English.
13. Progress in mathematics is good throughout the key stages and attainment is above the national average at the end of both key stages. The National Numeracy Strategy has been successfully introduced and the emphasis on mental calculations is leading to good progress in pupils' ability to solve problems in their heads. Good progress is made in all aspects of the subject and pupils name three-dimensional shapes and understand the need for standard measures when investigating capacity and length. These skills are extended by good progress throughout Key Stage 2. At the end of the key stage, pupils have further increased their numeracy skills and have good mental techniques for solving problems and have quick recall of multiplication tables. They collect and record data in a variety of ways and pupils are confident using these skills across the curriculum. For example, in geography when they use grid references to locate places on maps and in design and technology when measuring and drawing plans. These numeracy skills have a positive impact on attainment in other subjects.
14. Teacher assessment in science at the end of Key Stage 1 shows overall attainment to be good in all aspects of the curriculum. In 1998 and 1999 all pupils gained the national average although few pupils attained above this



level. The curriculum does not always provide opportunities for higher attaining pupils to progress to the higher level (level 3). Inspection evidence indicates attainment is above average and standards have improved since the previous inspection. Progress is good throughout the key stages as teachers provide a range of opportunities to extend knowledge and develop the required skills of scientific investigation. At Key Stage 2 the curriculum provides more opportunities for higher attaining pupils and by the end of the key stage attainment is above the national average.

15. In information technology, pupils' attainment is below average at the end of both key stages. This is because the subject has received insufficient attention and some teachers have not gained enough confidence to teach the subject in enough depth. At Key Stage 1, pupils are starting to develop skills to follow simple instructions on the screen and to control programmable model vehicles. At the end of Key Stage 2, pupils have some understanding of word processing but techniques of control technology have not been developed.
16. In the previous inspection attainment in design and technology and music was unsatisfactory. The school has improved planning and resources in these subjects and progress is now good. In the other foundation subjects of history and geography progress is also good as teachers plan a wide range of interesting activities, including drama and visits to allow the pupils to develop first hand experience of these subjects. Satisfactory progress is made throughout the school in art and the school has plans to implement a more detailed scheme of work to promote the teaching of artistic skills. In physical education, satisfactory progress is made at Key Stage 1 and in response to some very good teaching at Key Stage 2 progress is good.
17. Pupils with special educational needs benefit from a good system of identifying needs early and providing relevant help. These pupils make good progress relative to their ability and most attain the national average at the end of both key stages. The previous inspection identified the need to pay closer attention to the needs of higher attaining pupils. The school now has effective assessment systems and teachers use these effectively to match work to the needs of all pupils. Occasionally, the higher attaining pupils finish their work quickly and a suitable challenging task at a higher level is not available to extend their learning. However, the increase in numbers of pupils attaining higher than the national average when they leave school indicates the school has improved provision for these pupils.

### **Attitudes, behaviour and personal development**

18. Although they have only been in school for a few weeks, most of the children in the reception class are adapting well to school life and making sound progress in developing personal and social skills. They are enthusiastic and eager to learn. They confidently join in class activities and co-operate successfully with each other in informal role-play. They work well when closely supervised by the teacher, but less challenging group work leads to lapses in concentration.
19. The pupils' attitudes and behaviour throughout Key Stages 1 and 2 are very good. They are a strength of the school and have a very positive effect on progress. The pupils' interest and enthusiasm is shown in their attitudes in class, their desire often to carry on working when lessons have ended, and the informal way in which they contribute to topics by bringing extra information and artefacts from home. Since the previous inspection, the school has worked hard to promote opportunities for the pupils to develop their own ideas and there is now considerable evidence of pupils generating questions and solving problems confidently. This is particularly so in the investigational approach to mathematics and in ways in which pupils are encouraged to carry out research in geography and history. Older pupils use the library and computer independently, for instance, when producing a biography of their favourite personality.
20. Over 90% of the parents rightly agree that the school achieves high standards of behaviour. Almost all of the pupils behave very well in class, in the playground and around the school. They have also been complimented on the high standard of their behaviour when representing the school on visits and at sporting events. The vast

majority of the pupils are courteous and polite to each other as well as to adults. They are welcoming and helpful to visitors. The older pupils respond very well when trusted to work outside the class and persevere with tasks, such as music making, even when not closely supervised. They are honest and trustworthy when collecting and counting money in the tuck shop. Pupils take a pride in their school. Displays are well cared for, and books and equipment kept tidily in good and clean condition. The views of the pupils show that bullying is not a cause for concern and no incidents of bullying were seen during the inspection. There have been no exclusions in the last year.

21. The very good relationships between pupils and between pupils and adults, provide a strong foundation for the caring and purposeful learning environment that has been established throughout the school. They collaborate successfully in lessons, and in informal situations. For instance, groups of older pupils work co-operatively in their own time to produce a school newspaper. The staff and pupils work closely together. They promote a family atmosphere where everyone plays their part and all contributions are valued.
22. The majority of pupils show respect for the values and beliefs of others, although they have little first-hand experience of other faiths and cultures in school. Older pupils are becoming aware of ethical issues, such as the position of women in society, (through studying Ancient Greeks) and debate environmental concerns, such as the destruction of the rainforest. Pupils of all ages are enthusiastic to take responsibility, for instance, to read prayers in assembly. The older pupils enjoy taking responsibility for minor administrative tasks around school, and are conscientious in performing their duties as prefects and library assistants. They are proud to represent the school in local sports events and are particularly successful in football, netball and cross-country competitions. Pupils are very industrious raising funds for several charities.

### **Attendance**

23. Attendance is good. During the 1998/99 school year the level of attendance was 94.8% with no unauthorised absence. Families co-operate well with the school to make sure that the good level is maintained and this has a positive effect on pupils' attainment and progress.
24. Registers are marked promptly and teachers record any pupils' lateness. Lessons start on time and no time is wasted in the school day.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

25. Overall the quality of teaching is good and has improved since the previous inspection. During the inspection teaching was judged to be good or better in 61% of lessons, and was very good in 25% of these lessons. In 8% of lessons teaching was unsatisfactory and in one of these lessons the teaching was judged to be poor. Although good teaching was seen in both key stages teaching was particularly good at the end of the key stages. In the lessons observed for children under five teaching was judged to be satisfactory in 56% of lessons but unsatisfactory in all other lessons. The weaknesses identified in the last inspection concerning the planning of lessons for the under fives and the provision of unchallenging tasks have not been resolved and this restricts the progress many children make in lessons. At Key Stage 1, teaching was good and better in 62% of lessons and 23% of this teaching was very good. Teaching improves even more at Key Stage 2 and 81% of the teaching seen was good and better and of this 35% was very good. No teaching seen was less than satisfactory in Key Stages 1 and 2 and progress is good throughout the key stages. The quality of teaching is good in all subjects except physical education at Key Stage 1 and art throughout the school when the teaching is satisfactory. Although no direct teaching of information technology was seen teachers' planning and the lack of evidence of some requirements of the National Curriculum indicate that overall the teaching of information technology is

unsatisfactory. The school has new plans to resolve this issue but during the inspection there was insufficient planned use of computers across the curriculum.

26. The quality of teaching for children under five varied between satisfactory and poor. Where teaching is unsatisfactory planning does not meet the needs of the children and classroom organisation does not enhance learning. A lack of understanding of the required learning experiences for this age group leads to missed opportunities to develop skills in a range of activities. Overall management of the pupils is satisfactory when the children are being taught as a whole class but deteriorates as children are set group tasks. Since the previous inspection an area for imaginative play has been provided and this is generally used well to develop language skills. When working in small groups the children do not always have sufficient adult assistance and this leads to missed opportunities to enhance their learning.
27. Teaching at Key Stages 1 and 2 is good in both key stages and teachers work well to promote an industrious and purposeful atmosphere. Pupils respond positively to this good teaching and overall the pupils make good progress and achieve high standards at the end of both key stages.
28. At both key stages teachers have a secure knowledge and understanding of all the subjects they teach except information technology. Teachers have a sound understanding of the use of word processing but subject knowledge is less secure in other aspects of information technology. All teachers are very confident and enthusiastic when teaching the National Literacy Hour and pupils indicated how much they enjoy these lessons. This approach is a significant factor in the improved standards in English. Most teachers are already familiar with the requirements of the National Numeracy Project. These lessons include many opportunities for quick mental calculations and this is already having a positive impact on pupils' numeracy skills.
29. Teachers have high expectations of both attainment and attitudes to work. Expectations are usually realistic and enable pupils to strive to improve their work. Most teachers provide demanding work although on occasions higher attaining pupils could have made further progress if extension work had been available when they had finished the set work early.
30. Teachers at Key Stages 1 and 2 plan interesting lessons. Detailed lesson plans are produced for English, mathematics and science and in other subjects teachers follow the guidelines in their medium term plans. These plans have improved since the previous inspection and generally identify clear learning objectives. They are supplemented by advice from coordinators and most provide sufficient information to guide teachers in their daily plans. However, in information technology there is insufficient guidance available in these plans to provide the necessary information about the skills to be developed in lessons.
31. Classroom organisation is good and often very good in Key Stage 2. Most lessons start with a lively introduction. Teachers use questions effectively to revise work and also to extend knowledge. They challenge thinking and build successfully on pupils' responses to achieve the aims of lessons. All lessons include opportunities for pupils to work as a whole class, in small groups and individually. Group collaboration is encouraged and makes a positive impact to pupils' enthusiasm for learning. For example, in Year 2 pupils plan mazes and then other groups have to find the correct pathway. A very good example of effective organisation was in music in Year 5 when pupils dispersed to different corners of the school to work in groups composing and they made very good progress in this lesson. Teachers' careful use of the limited space available in some classrooms ensures all areas of the school are used purposefully and the interruption to other classes is kept to a minimum.
32. Management of pupils is very good at both key stages and this ensures an orderly working atmosphere and there is little or no disruption in classes. Teachers have very good relationships with their pupils and control is fair and positive and pupils have a clear understanding of what is acceptable behaviour.

33. Teachers use time well and most lessons are structured carefully to include an interesting opening and an evaluation. In mathematics and English the learning objectives of the lesson are shared with the pupils so that they have a clear understanding about what they will be learning. Evaluations are an effective part of most lessons when teachers successfully bring together the main points of the lesson and also allow time for celebration of achievements. Resources are generally used well and include many opportunities for purposeful investigation and practical tasks. Computers are often used for final presentation of work but as yet are underused for other aspects of the curriculum.
34. Teachers maintain useful records of pupils' work and use this information when planning future lessons. As identified in the previous inspection tasks set are matched well to pupils' needs and this ensures they make good progress. However, in Key Stage 1, the curriculum in science and writing does not always provide for the higher attaining pupils. Teachers give good constructive advice while pupils are working and this ensures difficulties are resolved as they occur. Marking is completed regularly but there was little evidence of comments to suggest improvements.
35. Parents expressed a concern about the inconsistency in the amount of homework being given to their children. Regular homework is set for children in the reception class and this has a significant impact on attainment in reading and numeracy. In Key Stages 1 and 2 there were examples of some homework being set in English, mathematics and topic work but overall this is not a consistent feature. Parents regularly hear children read at home but at present there is no system for them to record this support. This work has a positive impact upon attainment but is not a regular feature in all classes.
36. The school has maintained the provision for pupils with special educational needs as a priority and most of these pupils receive additional help in a withdrawal situation. This support is effective in providing the pupils with the additional skills identified as concerns in their individual education plans. In lessons teachers are very sensitive to the needs of these pupils and ensure they are fully involved. Teachers provide tasks to match pupils' need and their active support during lessons ensures they make good progress.

### **The curriculum and assessment**

37. The previous inspection identified a weakness in the curriculum for children under five and this issue has not been resolved. The school has sought good advice and records of external advice provide clear guidelines to improve the curriculum for under fives but as yet these are not in place. Although the school's assessment on entry to the school identifies a wide range of abilities the curriculum is planned to National Curriculum requirements and not the six area of learning identified nationally as more appropriate for this age range. In response to the last inspection a role play corner has been introduced. However, in practice the lack of adult interaction in this area and other practical activities leads to limited provision for essential aspects of the development of under fives. An assessment is carried out as children start school and the teacher uses this information when planning the curriculum. However, day-to-day assessments are not used effectively to plan future lessons and all children work at similar tasks irrespective of their prior attainment. This restricts the progress of many pupils.
38. The curriculum for pupils in Key Stages 1 and 2 is good. The lack of adequate provision for music and design and technology identified in the previous inspection has been fully addressed. Provision in these subjects is now good and progress made throughout Key Stages 1 and 2 is good. The curriculum is now broad and includes all the subjects of the National Curriculum and religious education. A good balance of subjects has been maintained and pupils receive a range of practical activities as well as a suitable emphasis on numeracy and literacy. The curriculum makes good provision for personal development through the religious education scheme of work. Sex education and information about drug misuse is appropriately covered in the school's health education programme.

39. On the whole the school meets its aim to provide all pupils with equal access to the curriculum. Teachers are sensitive to the needs of their pupils and ensure they are all included in activities. The previous inspection identified a need to review the balance between withdrawal and support in the classroom. During the current inspection the emphasis remained on withdrawal support and this led to pupils missing important aspects of other lessons. However, the school identifies that this support changes throughout the year to match the needs of the pupils. Overall provision for special educational needs is good and the early identification of need and suitable intervention ensures these pupils make good progress. Records are maintained very well and all staff involved with these pupils draw up individual plans and set appropriate targets and monitor progress closely.
40. Overall curriculum planning has improved since the last inspection and is now satisfactory. Staff have worked hard to implement schemes of work and these are now in place for most subjects. Where schemes of work are still in draft form teachers are provided with guidelines to ensure the requirements of the National Curriculum are met and that teachers build on prior learning. These plans provide effective guidelines for teachers' medium term plans. In English, mathematics and science these are detailed and identify clearly what and when aspects of the curriculum are to be taught. Other subjects also provide clear structure to daily plans and in history and geography lists of skills to be taught are included. In information technology this information is limited and there is little advice as to the skills appropriate to the year. This has an adverse effect on the progress pupils make as teachers do not always build on pupils' prior knowledge. Curriculum coordinators and the headteacher review the curriculum and there has been some lesson observation by coordinators focussing on major new initiatives like the Literacy Hour. This monitoring is effective and has led to changes in the curriculum when a weakness has been identified. For example, the audit revealed a dip in results in data handling, the curriculum was adapted and the 1999 end of key stage national tests indicated better results in this aspect of mathematics.
41. Teachers give generously of their time to provide a good range of extra-curricular activities. There are approximately 120 places for pupils in different school activities. The school has teams in netball and football and matches are organised against other schools. Cross-country and athletics are also organised and the gymnastics' club is very popular. Pupils also have opportunities to learn a range of musical instruments. The bookworm club and the mathematics clubs are also well attended. Many visits to places of historical and geographical importance, as well as a residential, adventurous visit are successful in extending the formal curriculum.
42. Systems for assessing pupils' attainment have improved and are good overall, although there is no system for assessing information technology skills. In response to training the school has almost completed an assessment and recording policy but has already implemented new systems. In English and mathematics the school uses a range of assessment procedures including national optional tests and the statutory tests at the end of key stages to check on pupils' progress. This information is transferred as pupils change class and teachers use the data effectively in curriculum planning and identifying targets for the pupils. In science every theme identifies success criteria and teachers record pupils' achievement matched against these criteria. In other subjects teachers maintain records of progress identifying pupils who require extra help and then use this information in future plans. Marking is generally completed but varies in quality. A few comments inform pupils how to improve their work but most, although encouraging, do little to identify areas of development for the pupils. All pupils have individual records of achievement and these provide useful information of progress throughout the school.

### **Pupils' spiritual, moral, social and cultural development**

43. Since the last report, the school has maintained its good quality provision for pupils' spiritual, social and cultural development. The provision for moral development is very good and continues to be a significant strength of the school.
44. The school is committed to providing a high quality Christian education, and lives up to its aim of being, 'first and foremost a Catholic Primary School.' There is a strong emphasis on Gospel values, prayer and worship.

Close links are fostered with the church and parish of St. Ambrose Barlow, and the priest visits regularly to celebrate mass and talk informally with staff and pupils. School assemblies provide time for quiet reflection. The school also seeks to, 'encourage a sense of wonder and response to God's gift of life and creation', and is successful in doing this across many curriculum areas. For instance, when the pupils use magnifiers to look closely at the inside of fruits such as red peppers, they experience a sense of wonder at the intricacies of the pattern they see. Pupils in Year 2 were filled with excitement at discovering a pattern in a sequence of numbers, or making an electric circuit work. Opportunities to reflect in whole school assemblies and in lessons, such as when responding to art, poetry or music, enable pupils to consider their own identity in relation to the school community and the wider world.

45. The school specifically sets out to teach principles of morality and to foster self-respect, self-discipline and a sense of responsibility. All adults are committed to this precept. They provide very good role models and set high standards for the school family. Pupils have a sound sense of right and wrong and of fair play. They are taught to act thoughtfully with care and consideration for others. Moral concepts such as sharing and appreciation of one another are often reinforced through stories in class and assembly. Good role models are often derived from the lives of inspirational leaders such as Martin Luther King, to encourage the pupils in understanding that they are 'guardians of the world.' Parents at the pre-inspection meeting rightly commented that the good values, connected with the Church's teaching are a strength of the school. Approximately 90% of the parents who returned the questionnaire think that the school's values and attitudes have a positive effect on their child.
46. There is a whole school discipline policy, which is used consistently by all members of staff to promote their high expectations of good behaviour, and to establish a calm, supportive ethos throughout the school. The pupils' efforts are constantly valued and rewarded. Individual or group achievement in school or at home is celebrated in weekly assemblies where success is recorded in the achievement book. A variety of extra curricular activities, at lunchtime and after school and the annual residential visit for older pupils encourage the pupils to relate positively to each other. Pupils in most lessons are expected to co-operate and collaborate in groups, for instance, when researching in history and geography. They learn to take turns and share equipment, for example, when taking part in shared reading sessions during the Literacy Hour. There are good opportunities for older pupils to take on responsibility as members of the school community by acting as prefects, library monitors, serving in the tuck shop and generally carrying out minor administrative tasks. In all aspects, the pupils are encouraged to be proud of their school and to be responsible for looking after the community and the environment.
47. The school provides a wide range of experiences to support the pupils' cultural development. In history in particular, they gain insights into the cultures of societies as varied as the Ancient Greeks and the Victorians and consider their effect on life today. Educational visits to such places as Wigan Pier and Eden Camp enhance their knowledge of their own heritage. Through literature, including the work of Shakespeare and Tennyson, and through listening to music such as Rimsky Korsakov's Flight of the Bumblebee, the pupils learn to appreciate western culture. Good proportions of the pupils also attend peripatetic music lessons. The pupils are familiar with the work of artists like Monet and Van Gogh. The school's provision for teaching about other cultures is less well developed and is based mainly on the religious education syllabus where the pupils learn about major world faiths. Attention is drawn to similarities and differences for example in Celebrations of Light. Studies in geography, such as of an Indian village or a wine-growing area in France give the pupils some understanding of other lifestyles and cultures. Since the last inspection, the school has moved some way to extend its provision for the pupils to learn about cultures other than their own. There is still a need however, to extend this further and provide more opportunities for pupils to appreciate the wide diversity of non-western cultures.

N.B. Religious Education is being inspected separately by an inspector from the diocese.

## **Support, guidance and pupils' welfare**

48. The school makes very good provision for pupils' support, guidance and welfare.
49. Procedures to monitor pupils' academic and personal growth are good. Children are introduced to the reception class in a sensitive way with pre-school visits and pupils attend for half days at the beginning of the term. An assessment is completed when children start school and data is used to help plan the curriculum. However, in the reception class day-to-day assessment is not carried out with sufficient rigour to ensure tasks are set that match children's needs. In Key Stages 1 and 2 monitoring of academic support has improved since the last inspection. Assessment of pupils' attainment effectively informs teachers' plans to ensure all pupils, including those with special educational needs, make good progress building on their prior attainments. The headteacher and staff know their pupils well and pastoral care reflects the Christian ethos of the school. The school has effective links with the psychological and school health services to help pupils through any difficulties. 98% of parents who returned the parents' questionnaire before the inspection agree that their child likes school.
50. The headteacher supports closely teachers in monitoring pupils' behaviour and the school has very good procedures to promote good discipline. The behaviour policy works well and provides a good learning atmosphere in which all pupils can grow in confidence and achieve high standards. Pupils respond well to praise for their work and good behaviour and they enjoy the weekly assembly that celebrates the achievements of pupils from every year group. Pupils know that bullying is not tolerated and must be reported. They are confident that any reported incidents will be treated seriously. Midday supervisors have recently received training in lunchtime organisation and they meet regularly with the headteacher to discuss any problems. Lunchtime is a friendly occasion with a family atmosphere. Behaviour in the playground is good-natured. Parents are pleased with behaviour in the school and 93% of parents who completed the questionnaire consider the school achieves a good standard of behaviour and inspection evidence supports these views.
51. Procedures to promote good attendance are very good. Parents are informed of the overall attendance figure in the monthly newsletter. In the home-school contract parents agree to avoid withdrawing their children for holidays during term-time. If a pupil's attendance level gives cause for concerns the educational welfare service and school co-operates to help families improve their child's attendance record.
52. The policy and procedures to promote child protection are good and all staff know what to do if they have any concerns.
53. Pupils are encouraged to be aware of safe practices in their daily life. They benefit from visits to the 'Crucial Crew' and the Life Education Bus to raise awareness of personal safety. Termly audits of the premises support day-to-day safety procedures. The school has good provision for general and special medical needs. Four members of staff have first aid certificates. Fire prevention and physical education equipment have been examined in the past twelve months and the school has plans for checks on portable electrical equipment. The school gates remain open during the school day and this is a potential hazard for younger children even though they are reminded to stay on the playground at lunchtime and not to leave after school without an adult. One playground is still poorly drained and this is unsafe in wet and icy conditions.

## **Partnership with parents and the community**

54. The school has taken effective steps to strengthen links with parents and the community since the previous inspection. Overall partnership is now good. Particular strengths are the information provided about the school and the way the headteacher discusses any concerns with parents so problems can be solved at an early stage.
55. Partnership with parents of the under fives is encouraged with a pre-school meeting and visits for child and parent together. At the autumn parents' evening parents receive information about the assessment carried out as

children start school. Information about the school in the prospectus and the Governors' Annual Report is presented well and is detailed although the Annual Report omits some statutory requirements. Parents appreciate the written information about topics for the term and monthly newsletters. The school has plans to provide parents with further information about the curriculum and how they can help their children's learning at home. The end of year reports are of good quality. They provide evaluative comments on pupils' progress and set clear and realistic targets for improvement. Parents are informed of the results of national tests. Parents of pupils who have special educational needs are fully informed about the provision being made for their children and the progress they are making. At present there are no systems for parents to record the reading they do with their children at home or to identify work that is to be done at home.

56. A few parents provide valuable help in school and with extra-curricular activities. The school football team has achieved outstanding success this year, benefiting from coaching provided by a father and teacher working together. Parents help with Christmas celebrations and school visits. The school provides an adult learning class for parents who would like more information on how to support their children's learning at home. A few parents feel that they are not welcomed in school and the school is continuing to strengthen this partnership by requesting more help in the classroom. The Parent Teacher Association works hard to provide social events and extra learning resources for the school. The school involved the Association with the formulation of the home/school agreement.
57. Close partnership with the church underpins the school's commitment to Christian values and enhances pupils' spiritual life. The priest is a regular and popular visitor and plays a fundamental part in the school community. Partnership with the local high school is very good and provides for continuity of learning with careful attention to pupils who have special educational needs. Good links with the police force and other essential services extend pupils' personal, social and health education. Sporting links with other schools enhance social development and an understanding of fair play. Since the previous inspection the school has made close links with the Halle Orchestra and with local commercial companies to enrich the curriculum and widen pupils' knowledge of their locality and the part they play in their community outside school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

58. The overall leadership and management of the school is very good. The headteacher provides very clear and supportive leadership for the school. As identified in the previous inspection the headteacher has thoroughly audited the quality of the school and then planned careful strategies to meet identified targets. Significant progress has been made particularly in strengthening parental links with the school, giving more curriculum responsibilities to staff and implementing a school development plan. In achieving these aims the headteacher worked closely with all staff and the governing body. The last inspection identified the need to strengthen the role of the deputy head and this has been successfully accomplished. Non-contact time is used well to share any issues as they arise and to monitor provision in the school. The deputy headteacher now provides valuable support to the headteacher as well as carrying out many managerial roles including the coordination of provision for pupils with special educational needs.
59. The governing body provides very good support and continues to be actively involved with the life of the school. The committee structure is now firmly established and this allows governors to be more informed about the school and to be fully involved with the decision making process. Governors are frequent visitors to the school, some working with pupils on a regular basis. The chair of governors meets the headteacher weekly to discuss any problems. This contact ensures the governing body carries out its monitoring role effectively by observations in the school as well as analysis of the data and detailed information provided by the headteacher. The governors ensure all statutory requirements are met. However, the Annual Report to Parents omits information about the



progress of the post inspection action plan, details on staff training, and arrangements for admission of disabled pupils.

60. The action plan from the last inspection has been implemented and issues have been addressed although the curriculum for under fives remains a weakness. In response to improved planning, teacher training and evaluation pupils now make good progress in design and technology and music. Overall planning of the curriculum has improved with clear learning objectives included in most subjects although insufficient attention is given to the development of skills in information technology. Subject coordinators and the headteacher monitor provision more closely and adapt provision as required. The role of the deputy headteacher is now clear and includes managerial responsibilities. Procedures to monitor attainment in English, mathematics and science are good and adequate in other subjects. Assessment data is used well to inform future plans. The school has made some good improvements with the links with parents. The quality of information to parents is now very good and the staff see this as an on-going area of development. Recent building alterations have increased the size of the school although there are still problems due to the lack of storage space and no provision for outdoor play for children under five. The outstanding issue concerns the curriculum for under fives and inspection evidence indicated limited progress in the provision for these children. The action plan to provide training has been carried out and the school has detailed information of visits and advice given to improve this provision. The headteacher has monitored the situation and provided support but as yet, in practice the curriculum does not provide a broad range of activities linked to the learning experiences identified nationally as appropriate for this age range.
61. All teachers carry additional responsibilities for a subject or aspect of the school. They have been effective in setting priorities for their subjects and in bidding for funding to carry out these targets. They successfully monitor the curriculum and in English, mathematics and science observe provision in lessons and then follow up with appropriate advice. The headteacher effectively monitors teaching throughout the school and offers suitable support when a weakness is identified. The National Literacy Strategy and the Numeracy Project have been introduced efficiently and effectively. Teacher training has ensured staff are confident teaching these lessons and this is already having an impact on progress in these subjects. Since the last inspection new schemes of work have been implemented in most subjects. These are providing good support to teachers except information technology when there is insufficient attention given to the development of skills.
62. The management of provision for pupils with special educational needs is good. Procedures for the Code of Practice for pupils with special educational needs are in place and the policy includes all the required information on assessment and provision. Records are maintained diligently and include individual education plans with suitable targets. The governor with responsibility for special educational needs is fully informed and is actively involved in supporting pupils in school and attending review meetings. All statutory requirements are met. The previous inspection identified the need to review the balance of provision between in class help and support in a withdrawal situation and this is an area that has not been fully resolved. Except for the pupils with special educational needs attending withdrawal groups the school ensures all pupils have full access to the curriculum.
63. Development planning procedures are good. The school development plan provides an efficient framework for change. It is detailed with priorities identified with specific success criteria and a clear link to expenditure. As a document it is rather lengthy with some repetitions but overall is organised well and is supplemented with a curriculum review for the next three years. It is a collaborative document originating with priorities being identified by all staff, this is followed by on-going consultation with staff and the governing body prior to the final document being approved and put in place.
64. Daily management of the school is good and an orderly working atmosphere is established. The newly appointed school administrator is quickly learning school procedures and already deals efficiently with several of the every day tasks of the school.

65. The mission statement 'I have come that they may have life and have it to the full' encapsulates the focus of the school to ensure all pupils have opportunities to fulfil their potential in a caring environment where God is experienced in reality. Parents are very happy with the standard their children achieve and also in the values promoted by the school that leads to children being happy in school. Inspection findings supported these views and the school's ethos is very good. A purposeful atmosphere is a strong feature in most lessons and this has a positive impact on pupils' good progress and high attainment.

### **Staffing, accommodation and learning resources**

66. The current pupil:teacher ratio of 23.9:1 is broadly average for a school of this size and type. Children are taught in 7 classes with an average size of 29.7 pupils. Neither the headteacher nor a part time special needs support teacher have class teaching responsibilities, but are effectively used in a systematic programme of support to both teachers and pupils. Sufficient teachers are available to meet the needs of pupils of all ages and abilities.

67. The number of hours worked per week by a single classroom assistant is below average for a school of this size and type. Occasionally this leads to missed opportunities to offer advice as pupils are working and this, especially in the reception class, sometimes has an adverse effect on the quality of education. The school has an adequate complement of caretaking, cleaning and lunchtime supervisory staff. The hours worked by the office staff are less than usual for a school of this size, but are augmented by contributions from a visiting local authority officer who deals with computerised accounting systems. The non-teaching staff perform their duties conscientiously and make an important contribution to the smooth running of the school and the maintenance of a happy atmosphere.

68. All teachers are qualified professionals and have appropriate experience in primary education. The previous report criticised insufficient expertise in design technology and music, inadequate development of the roles of curriculum co-ordinators, under-use of the deputy head teacher, and deficiencies in the job specifications of teachers. Successful steps have been taken to tackle these deficiencies, and these have had beneficial effects on the overall quality of education. There is some lack of expertise however in the teaching of pupils in the reception class. Teachers have worked hard to deal with national initiatives involving literacy and numeracy, and have been conscientious in keeping up to date with developments in information technology. The benefits of in-service training in information technology have only just started to be apparent, but the staff are well placed to take advantage of additional information technology equipment.

69. Teachers throughout the school work as a co-operative team. Staff meetings are useful occasions in which information is effectively disseminated, and all make a contribution to the resolution of any difficulties encountered by colleagues.

70. The school has appropriate arrangements for the induction of newly qualified teachers, and carries out appraisal procedures that meet statutory requirements. As recommended in the previous report good attempts are being made to link appraisal procedures with the school development plan. The school provides placements for approximately two students a year who are on initial teacher training courses.

71. The accommodation in the school, although still not ideal, has been considerably improved since the previous inspection and is adequate for the effective implementation of the primary curriculum. Although a little cramped all the available space is put to good use, and arrangements for the storage of books and equipment are satisfactory. The school is kept clean and tidy, and there are attractive displays of pupils' work in most classrooms and corridors. Playground provision for the under fives, as at the time of the previous inspection, is unsatisfactory. The school's playgrounds are poorly drained and the headteacher's office has no window.

72. Resources for learning are generally satisfactory for the teaching of the National Curriculum, and have improved since the previous inspection, particularly in music and design technology. The library has a rather meagre selection of books for older pupils to engage in background reading about the topics they are studying. Individual classroom libraries are, however, well stocked and used effectively by pupils. The current level of information technology equipment is much better than at the time of the last inspection. It is about to improve further as plans to connect the school to the Internet are implemented, and the school benefits from government schemes to provide more information technology equipment.

### **The efficiency of the school**

73. Educational developments in the school are linked soundly to financial planning. The school development plan is good and has been improved in the light of recommendations made in the previous report. Proposed initiatives are costed in terms of staff time as well as money, and there are clear, measurable targets for raising attainment so that the success of developments can be evaluated.

74. The governing body's appreciation of financial matters has improved since the last inspection. Planning is based soundly on a good appreciation of the current situation, a clear understanding of the school's priorities and sensible predictions about the future. The governors have been particularly effective in their management of improvements to the accommodation over the last three years.

75. The proportion of the budget spent on teachers is above average for a school of this type, and the proportions spent on classroom assistants, clerical staff and resources for learning are below average. Some consideration has been given to the allocation of the budget to these budget headings. The governors have established that there is no shortage of resources for learning, and the limited clerical time is augmented by regular service from a local authority peripatetic bursar. The limited availability of classroom assistance, especially in the reception class, is a matter that has received insufficient attention.

76. The governors have established a currently rather large, financial reserve. However, an appropriate proportion of this fund will shortly be used to continue a programme of school refurbishment. The remainder provides sufficient funding to cope with variations in the school's annual budget caused by fluctuations in pupil numbers.

77. The school makes appropriate use of special grants for the professional development of teachers, and good use of the small amount of additional funding provided for pupils with special educational needs.

78. Effective use is generally made of all the staff, but more consideration needs to be given to the use of the part time teacher and a classroom assistant. Both are currently used almost exclusively to provide additional help to small groups of pupils with learning difficulties who are withdrawn from normal lessons.

79. Accommodation and learning resources are generally used very efficiently. Use of computers is better than at the time of the last inspection, although they are still not being used to their full potential in all classes.

80. General administration is good. The latest auditor's report found no serious faults in the school's procedures, and the governors have acted promptly to remedy some very minor weaknesses detected by the auditor. The school runs very smoothly and minor emergencies do not upset the even tenor of the school day.

81. Taking into account the average intake, the above average standards 11 year old pupils attain, the very good attitudes, behaviour and personal development of the pupils, the generally good quality of the teaching and the below average funding per pupil received, the school is judged to be providing good value for money. This is better than at the time of the previous inspection.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

82. The pupils are admitted to the reception class in September each year before their fifth birthday. At the time of the inspection twenty-seven out of the thirty children in the reception class were still four years old. Whilst many of the children have already attended local playgroups or nurseries they have only been in school for about six weeks.
83. Good links with parents are established and admission procedures provide carefully for pre-school visits and half time attendance for the first two weeks of term. However, there are few links with the pre-school provision attended by the children.
84. Assessment of the children's abilities soon after entry to school shows that, whilst there is a variety of achievement, attainment is broadly average for children of this age. Very little evidence of the work of last year's reception class was available for scrutiny. Nevertheless, evidence gathered from the current attainment of the present Year 1 indicates that progress overall is satisfactory and the vast majority of children achieve the desirable learning outcomes expected for children of this age by the time they are five. The children's positive social skills and attitudes to learning, plus the high level of parental support, have a positive impact on the satisfactory progress made throughout the year. However, progress in lessons seen during the inspection was less satisfactory as teaching was not always effective and tasks were set that did not fully extend learning and this restricted pupils from making the good progress of which many are capable.
85. At the time of the last report the curriculum for the under fives was found to be narrow and to lack a range of practical first-hand experiences. A key issue was to make the curriculum more challenging and appropriate to the needs of the children. The school received useful advice to improve the curriculum but in practice there is still a lack of breadth and balance and insufficient attention is given to providing structured, stimulating experiences in all six areas of learning appropriate to this age group. There is no school policy or scheme of work to support the teacher in providing a coherent curriculum and planning does not take sufficient account of the learning outcomes that are recommended nationally for this age group. Whilst priority is rightly given to language and literacy, mathematics and personal and social development, group activities are often planned without clear focus on exactly what the children are expected to learn. There is no provision for structured outdoor play.

#### **Personal and Social Development**

86. Although they have only been in school for a few weeks, most of the children in the reception class are adapting well to school life and making sound progress in developing personal and social skills. They are enthusiastic and eager to learn. They confidently join in a range of rhymes and songs led by the teacher. Whilst not all of the children pay attention, the vast majority enjoy listening to stories such as *The Three Billy Goats Gruff* and sustain concentration well. When directly supervised almost all of the children follow instructions carefully and persevere to complete tasks such as copying numbers and letters correctly. When engaged in small group work which does not provide enough challenge or when there is too little intervention from the teacher, a significant minority lose interest, become restless and their behaviour deteriorates. They find it difficult to share and take turns, for instance, when using a dice in number games. The majority of the pupils show increasing independence when undressing for physical education. However, their ability to select an activity or choose resources is limited by the lack of opportunities provided.

#### **Language and Literacy**

87. The majority of children start school with well-developed skills of speaking and listening. They generally listen attentively to stories, and follow instructions when working with the teacher. They communicate clearly with each other in the pretend café. In the main, they handle books appropriately and many use picture clues to tell a

story from a book without text. They are becoming familiar with the names of characters in the first readers and recognise some letters by shape and sound. Several children can write their own name and are learning to form letters correctly when copying words in their books. The implementation of the National Literacy Strategy at an appropriate level for reception children is supporting their progress. However, evaluation sessions to consolidate learning are only vaguely planned and often not carried out. The clear introductions to lessons are not always followed up by suitable group activities. Valuable opportunities to reinforce and extend the pupils' learning are lost due to the provision of poorly planned and prepared activities. For instance, whilst the shared text session drew attention to the use of capital letters at the beginning of names, only lower-case letters were available to the children when making their names in the subsequent group work. Questioning techniques do not encourage the children to think for themselves. Teaching often lacks pace as when children have to wait for equipment to be put out during the lesson. The teacher provides good support for parents to help their children at home in the early stages of reading. This has a beneficial effect on progress.

### **Mathematics**

88. The children are becoming familiar with numbers through rhymes, songs and stories such as *The Three Bears*. They enjoy saying number names in order, forwards and backwards to five. They are enthusiastic to carry out a homework task, to find threes at home and keen to tell the class what they found. About three-quarters of the group make good attempts at copying number 3. Many are beginning to recognise flat shapes such as triangles, circles and squares and use them to make patterns. The teacher's planning is closely linked to the appropriate level of the National Numeracy Strategy and this provides a systematic development of learning. Whole class sessions involve all pupils purposefully, but the range and quality of groupwork is often dull and lacks focus. Opportunities for the pupils to learn through stimulating first-hand experience, for instance, through sorting and matching an attractive variety of apparatus, are missed. Overall management of the class is often ineffective and insufficient attention to groups allows children to lose concentration and waste time.

### **Knowledge and Understanding of the world**

89. The children are beginning to appreciate pattern in the world around them. For instance, they are becoming aware of the signs of autumn. Whilst their attention is drawn to pictures of the changes in leaf colour in books, in preparation for artwork, opportunities to observe the effect on trees at first hand in the school grounds, are missed. The children do use their sense of hearing, however, to discriminate between familiar sounds such as a fire-engine siren and a lorry engine on tape. Very little evidence was seen of the pupils exploring and selecting from a range of materials or for a variety of purposes, and their practical skills of cutting, joining and folding are underdeveloped. The organisation of groupwork by strict rotation where children have no choice over which activity they do or how long they have to do it, is not supportive of the children using initiative or developing independence in learning.

### **Physical Development**

90. The children take part in physical education lessons in the school hall. They move confidently, skipping, jumping and tiptoeing with increasing control and co-ordination, and show awareness of space and of others. They listen carefully and follow instructions to make contrasting fairy and giant strides. Tools such as pencils, pastry cutters and rolling pins are handled with control and children use construction toys with dexterity. The teacher's effective management of the class in the hall and vigilance over safety matters has a beneficial effect on progress.

### **Creative Development**

91. Little evidence was seen of the pupils developing their own ideas, exploring colour, texture, form or space in two or three dimensions through a range of media. In the art lesson observed, the children had little opportunity for creativity. They followed the teacher's instructions to stick coloured tissue on to leaf templates to represent autumn leaves. In whole class music sessions, the children are encouraged to explore sounds. They sing enthusiastically and are beginning to copy a rhythm with claps, taps or slaps. The teacher's calm and reassuring manner encourages all of the children to take an active part. Since the previous inspection, the teacher has

developed the provision for imaginative role-play. The children use the pretend café well to explore relationships and communicate feelings.

92. In the areas of language and literacy, mathematics and some aspects of knowledge and understanding of the world, teaching in the lessons seen was unsatisfactory. The majority of the children spend a large part of the lesson engaged in narrow unfocused activities with little intervention from adults. Day-to-day assessments are not used to plan effectively for future work, that accurately meets the children's needs. Whilst teaching in the other areas is generally satisfactory there is a lack of secure knowledge of how children learn across the breadth of the curriculum, and an inappropriate balance between choice and direction by adults. This does not encourage children to be involved in decision making or provide them with opportunities to work with a controlled degree of independence. Insufficient non-teaching assistance is currently available to support the teacher effectively, and to enable children to make the good progress of which many are capable.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

93. Results of the 1999 National Curriculum tests and assessments for pupils at the end of Key Stage 1 were high in comparison with national averages and average when compared with results from similar schools. In writing, all pupils attained the national target level which was very high in comparison with the national average. However, no pupils attained the higher level (level 3) in writing and this was below the national average. In the 1999 tests at the end of Key Stage 2 results were well above average when compared with national figures and the average for similar schools. These results are the highest the school has ever had in national tests. The number of pupils attaining above the national average increased to 56%. The school identified this as a particularly able group of pupils who had achieved high standards throughout the school. The 1998 results were slightly lower than previous years and the school identified more pupils in this year group as having special educational needs. Inspection evidence confirms the good standard at the end of both key stages with attainment being above the national average in all aspects of the English curriculum. The previous inspection found that standards were above the national expectation at the end of Key Stage 1 and in line with the national expectation at the end of Key Stage 2. Clearly the school has built upon the strengths identified in Key Stage 1 and successfully raised attainment at the end of Key Stage 2. Over the last three years there has been some slight variation in attainment at the end of both key stages but it has remained above the national average. This shows progress has been made at least in line with the national picture. The school is well placed to attain the targets set for attainment by the year 2000. There is no difference between the attainment of boys and girls. The small numbers of pupils from ethnic minorities have performed similarly to other pupils.
94. Analysis of the results of the assessment carried out when children start school indicates that in language and literacy skills the majority of pupils were assessed as broadly average with slightly more children identified as below the expected level for these children than attaining above this level. Overall, good progress is made throughout key stages 1 and 2 with progress being best in Years 2, 5 and 6 when teaching is consistently good and often very good. In these lessons pupils are continually challenged to extend their learning and to improve their individual performance. The progress of higher attaining pupils was identified as a weakness in the previous inspection. This has been resolved in most classes by the effective use of assessment data to ensure tasks are set that accurately match the needs of pupils. Results of national tests, teacher assessment and inspection evidence indicate an improvement in the performance of these pupils. Occasionally in lessons observed tasks are finished quickly by these pupils and a sufficiently challenging activity is not available. This results in missed opportunities for these to make even better progress. At Key Stage 1 the curriculum provided does not always allow for higher attaining pupils to progress to the higher level (level 3) in writing. The school has made provision for pupils with special educational needs a priority and they are given extra help at an early stage in the school to ensure the basic literacy skills are fully learned. This support continues throughout the school and ensures these pupils make good progress. The majority of the support is provided in a withdrawal situation and

although this is effective pupils, during the inspection, missed large parts of the Literacy Hour. The school identifies that this support is adjusted during the year as the needs of the pupils change.

95. Standards in speaking and listening are high at the end of both key stages. This was identified as a strength in the previous inspection and these skills continue to have a significant impact on progress in other subjects. Pupils listen attentively to teachers and follow instructions accurately. The introduction to the Literacy Hour lessons is always lively with pupils asking interesting questions and responding well to the teacher and to each other. At Key Stage 1, pupils make good progress and use a wide vocabulary to express their ideas. In Year 2, pupils produced long lists of words to describe animals as part of the story they were reading. When discussing their reading pupils give examples of events in the story to support their points of view. The opportunity for role-play activities has improved in Year 1 with the class hospital although regular changes to make this more stimulating were missing. Throughout Key Stage 2 teachers build on these skills particularly by planning specific time for discussion and debate. Insufficient opportunities for drama were identified as an area for development and the school now includes role play in lessons and class performances in assembly. During the inspection Year 6 were preparing to use the masks they were making in art to present a drama about the lifestyle of the Ancient Greeks. When reading play scripts pupils include expression and by the end of the key stage vary their speaking to suit their audience. Good progress is made and by the end of the key stage pupils speak confidently in a range of situations, including speaking in front of the class. When speaking about other subjects their vocabulary is enriched by the use of technical terms, such as discussing their compositions in music.
96. Standards in reading are well above average by the ends of both key stages. At Key Stage 1, pupils are taught thoroughly the names and sounds of letters and good progress is made as pupils use this knowledge effectively in their reading. Pupils enjoy stories as part of the Literacy Hour and are confident re-telling what they have read in their own words. Although the teachers encourage pupils to select a book from the school library many refer to the school's reading scheme books as their favourite stories and they have a limited range of preferred authors. At the end of Year 2, good progress is made in using books to obtain information and most pupils know how to use and index and contents. They have a secure knowledge of the alphabet to locate words in a simple dictionary. Pupils' rates of progress in reading accelerate as they move through Key Stage 2 because of encouragement to use and extend these skills in other subjects. For example, in design and technology when pupils research information about bridges before designing their own. At the end of Key Stage 2, all pupils have made good progress in developing skills to locate facts from a range of texts and sources. Higher attaining pupils confidently read a piece of information and then outlined the main points in their own words. The library was used well for research during the inspection. Pupils begin to derive more pleasure from their reading and discuss reading preferences and favourite authors. All the pupils in Year 6 who read to the inspector had enjoyed reading Macbeth and could discuss the plot with accurate reference to characters and events in the story. This enthusiasm had led to selecting Shakespeare as a future text to read. Higher attaining pupils understand how an author develops the plot by including events to encourage imagination and create suspense for the reader.
97. The previous inspection identified good standards in handwriting and spelling and this has continued to be the case with pupils throughout the school taking care with the presentation of their work. Pupils of all abilities make good progress in developing their writing skills and most are writing unaided at the end of Key Stage 1. Although the school fulfils the requirements for the National Curriculum at Key Stage 1 it does not always allow for higher attaining pupils to progress to above the targets set for this age group. Pupils are confident in using their writing skill for a variety of purposes. At Year 2, pupils have written descriptions about the archbishop's visit including relevant details for the reader. Teachers ensure these skills are used well to promote learning in other subjects, such as geography where pupils label the items in their classroom and in history when pupils have recorded the changes in the local area. Pupils in Year 2, already appreciate stories follow a structure and most have written a story about Mr. Bear and higher attaining pupils have included appropriate description. Good progress is made throughout Key Stage 2 and these skills make a significant impact to attainment in other subjects. Drafting is efficiently introduced in Year 3 and pupils work with a partner checking their work. Accounts of their holidays have been written and presented in a large class book. Teachers extend the range of writing and pupils in Year 3

quickly understand sub-headings need to be short with a clear message. These skills are further developed in Year 4 and pupils have a good understanding of procedural texts and correctly use lists, bullet points and diagrams in their work. By the end of the key stage pupils' skills of creative writing are of good quality and pupils include characters to make their stories more imaginative. Dialogue is included with the correct punctuation. Other subjects also contribute to these high standards, such as in Year 6 when pupils have worked in groups planning their writing about the Ancient Greeks. Good progress is made in handwriting and by the time they leave school most pupils have a neat, joined-up style of handwriting. Information technology is used to present final work but limited chances are available for pupils to draft their work using computers.

98. Pupils' attitudes to their work are good and often in Key Stage 2 very good. Behaviour is consistently good and this is a significant factor in the progress pupils make and the standards they achieve. A consequence of pupils' positive responses is that teachers are able to focus their attention on small groups during the Literacy Hour. Pupils are interested in their work and are particularly eager to be involved in class discussions. Pupils at Key Stage 2 followed up school work by voluntarily writing poetry and extending their reading.
99. The quality of teaching is good. In 80% of lessons seen it was good or better and in 20% of these lessons teaching was very good. No teaching was less than satisfactory. At Key Stage 1, all of the teaching seen was good and better and in Key Stage 2 three quarters of the teaching seen was good and better. Lessons are planned carefully and all teachers have a good understanding of the Literacy Hour. These lessons are enlivened by a good choice of text often read well by teachers to make the lessons interesting. Teachers' subject knowledge and understanding are good and they use questions effectively to revise and extend pupils' learning. They successfully build on pupils' responses to develop the main point of the lesson. Teachers transmit their enthusiasm for English to the pupils, as in Year 4 when classical poetry was used as a stimulus for the pupils' writing and pupils responded with some high quality work recognising the style and pattern of the poet. Teachers generally have high expectations of both attitudes and attainment. Tasks are set that match needs of pupils and are firmly based on secure assessment of what pupils can do. This is an improvement since the previous inspection. Teachers also assess pupils' progress carefully in lessons and offer effective advice when pupils have difficulties. Teachers' marking of pupils' written work is completed regularly but as at the time of the previous inspection there are limited comments to inform pupils of how to improve their work. Reading records are maintained well to identify progress made. However, the current procedures to record progress in group reading sessions are rather difficult for teachers to complete while the pupils are reading. Parents do not have a system to record the reading done at home and this leads to a lack of understanding about the amount of reading that has been done at home. The working relationships that teachers establish with pupils are very good and ensure lessons are conducted in an orderly manner. Parents expressed a concern about the provision of homework and discussion with pupils indicate there is no regular pattern for the amount of work pupils are given to do at home.
100. The subject is coordinated well and the school has fully adopted the National Literacy Strategy and pupils enjoy these lessons. Since the previous inspection the range of writing has been extended and in Key Stage 2 pupils have extra lessons devoted to creative writing. The requirements of the National Curriculum are fully met. The curriculum is monitored carefully through lesson observations and joint planning and changes made when required, For example, in Year 6 it was identified further texts were needed to challenge pupils' reading. Resources for the Literacy Hour are generally good although many of the books in classrooms and in the library are old and need removing from shelves. Theatre groups visit the school, book fairs are organised and visits to the theatre are arranged to ensure the subject makes a significant impact on pupils' cultural development.

## **Mathematics**

101. The pupils' results in 1999 national tests at the end of Key Stage 1 were in line with the national average and below average for similar schools. Results at the end of Key Stage 2 were well above the national average and above average when compared with schools with a similar intake. At the end of Key Stage 1, whilst all the



pupils reached the national target level, the percentage reaching above this level was below the national average.

At the end of Key Stage 2, the percentage reaching higher than nationally expected level showed a considerable improvement and almost half of the cohort reached above the national expectation. This indicates that in this subject, the school has successfully addressed the key issue from the previous inspection and planning now meets the needs of the full range of ability. Over the last three years, the school's performance in national tests has been consistently above the national average at the end of each key stage. The school has already reached the Local Education Authority's target set for the year 2000.

102. The National Numeracy Strategy has been very effectively implemented throughout the school. Particular attention is given to the development of mental strategies and this is leading to good progress and high standards in the quick recall of number facts and in the pupils' agility to manipulate numbers in their heads. Evidence gathered during this inspection confirms that attainment has improved from the sound standards noted at the time of the previous inspection, and is now above average at the end of both key stages. This also reflects higher levels than those achieved in the statutory tests at the end of Key Stage 1. These younger pupils have responded well to the demands of the Numeracy Strategy and all of them are developing a 'common sense' way of working things out.
103. The vast majority of the pupils make good progress overall in each key stage. Progress between year groups, however, is variable and speeds up towards the end of each key stage in Year 2 and in Years 5 and 6. This reflects the high expectations of the teachers. Progress of the higher attainers is particularly good where challenging independent work is consistently set. The pupils with special educational needs are well supported and make good progress particularly in Key Stage 1 where all of the pupils reach the expected level.
104. At Year 1, pupils count forwards and backwards to twenty and add and subtract one more or one less. They add larger numbers with apparatus or fingers, and are beginning to pick out patterns, for instance, of odd and even numbers when counting in twos. Pupils in Year 2, count confidently along a number line to thirty. They are beginning to recognise large numbers when counting in hundreds to one thousand. When counting in fives, pupils start at zero or other small numbers and are beginning to recognise patterns in the sequence. They use this knowledge to predict the next number. Whilst there is an appropriate emphasis on number work, scrutiny of work in books indicates that the pupils make good progress in all other aspects of the curriculum. At the end of Year 2, the majority of pupils recognise and name common two and three dimensional shapes, and describe their properties including sides, corners and right-angles. They are beginning to understand the need for standard measures and use them with varying degrees of accuracy to investigate capacity and length. With teacher support, they record information in a block graph, for instance, to show the colours of eyes or birthdays of pupils in the class. They interpret the data orally. They make good progress and are beginning to use their mathematical skills across other areas such as in science when timing skips to fifteen seconds with a stopwatch.
105. Good progress is maintained throughout Key Stage 2. Pupils in Year 3 were observed counting aloud in tens starting both at zero and at other small numbers, and crossing the one hundred boundary. They have good appreciation of more than and less than. Work in books shows that by the end of the year they work adeptly in two, five and 10 times tables to solve problems, and understand place value to add two-digit numbers. Pupils classify and compare flat shapes using correct vocabulary to describe faces and vertices and investigate tessellating properties. They further extend this knowledge and have an appropriate understanding of reflective symmetry. Skills of estimation are improved and pupils measure in centimetres and non-standard units. They choose appropriate ways of recording data in tally charts or block graphs. By the end of the key stage pupils have good knowledge and quick recall of multiplication facts to ten times ten. They are developing good mental strategies for solving problems. They were observed working on prime numbers, factors and squares in oral sessions. All of the pupils show good knowledge of fractions and most convert fractions to decimals showing appropriate understanding of the importance of the decimal point. They use their knowledge of decimals to measure carefully. For instance, when making a pop-up card, they measure exactly in tenths of centimetres. Work in books shows that by the end of the key stage the majority of the pupils have secure understanding of

the four rules and are competent in carrying out long multiplication and division calculations. Skills in other aspects of the curriculum are also increased and pupils are competent in geometry, using squares to find areas and cubes to measure volume, and reducing measurements to make a scale model. They collect and record data in a range of ways and use mathematical language such as mode, median and mean, correctly when interpreting simple graphs. The pupils are confident in using their emerging skills of numeracy in practical situations in mathematics lessons and across the curriculum. There are good examples of this in geography when they competently use grid references and co-ordinates in map work, and a range of graphs in climate studies.

106. The pupils' attitudes are good. They are interested and enthusiastic to join in the brisk mental mathematics sessions at the beginning of each lesson. In some classes, particularly Year 2 and Year 5, a buzz of excitement is evident as the pupils recognise emerging patterns. Most of the pupils collaborate well in groups, share equipment and wait their turn when playing number games. The older pupils work independently, persevering to complete tasks, often without direct supervision.

107. The quality of teaching has improved since the previous inspection when it was sound overall. The quality of teaching is now good. At Key Stage 1, two-thirds of the teaching seen was satisfactory and the rest was very good. Teaching improves in Key Stage 2 when half of the teaching seen was very good and the other half was good. All of the teachers have secure understanding of the subject, and are confident and enthusiastic in implementing the National Numeracy Strategy. Work is planned carefully following the local authority's guidelines and is appropriately matched to the range of pupils' needs in each class. The very good relationships, throughout the school, and the positive management strategies consistently employed by all staff have a very beneficial effect on the pupils' confidence. This has a positive impact on the good progress made. Weekly targets for improvement are made explicit, and this encourages the pupils to greater effort. Marking is carried out conscientiously, but does not always tell the pupils how to improve their work. Careful assessment procedures are built into teachers' plans and used to modify the curriculum appropriately. Homework is used well in some classes, but this is inconsistent across the school and is not therefore as effective as it could be. In the two satisfactory lessons at the beginning of Key Stage 1, there was some lack of challenge and pace and this restricted the progress of higher attaining pupils. In the very good lessons towards the end of both key stages, the teachers' enthusiasm and commitment to high standards, together with a very clear focus and explanation of the task, and the skilled use of challenging questions enabled the pupils to make very good progress.

108. The school's performance in national tests is carefully monitored and areas of concern are highlighted. For instance, through careful analysis of test results a weakness was identified in the area of data handling. The curriculum was adjusted in the light of this and standards have improved. The requirements of the National Curriculum are fully met.

## Science

109. At the end of Key Stage 1 all pupils were assessed by teachers as attaining level 2, the national target, in 1998 and 1999. This 100% figure is very high compared to national averages. No pupils, however, were deemed to have reached level 3, the national target for 9 year olds, and this is very low compared with national averages. Although the school fulfils the National Curriculum requirements for this age group there have been limited opportunities for higher attaining pupils to progress to the higher levels. The school has adjusted provision to resolve this problem. At the same time, the school has maintained its noteworthy record of ensuring that all pupils reach level 2.

110. The proportion of pupils attaining or exceeding level 4, the national target for 11 year olds, in the 1999 end of Key Stage 2 tests was well above the national average. The proportion of pupils attaining level 5 (the standard expected of average 13 year olds) was also well above the national average. These results were above the average for schools with a similar intake. Key Stage 2 results have improved significantly since the previous

inspection. The school has set appropriately challenging targets for the proportion of pupils to reach level 4 and above in 2000, and is well placed to meet these targets.

111. Evidence collected during the inspection from lesson observations, a scrutiny of pupils' recent written work, and discussions with pupils indicated that that these generally high standards are being maintained and improved. At the end of both key stages attainment is above the national average.
112. Since the 1999 national assessments at the end of Key Stage 1, which revealed that although all pupils were attaining level 2 but none were attaining level 3, teachers have taken steps to provide more demanding activities for higher attaining pupils, especially in Year 2. Boys and girls of all abilities, including the higher attaining pupils and the small number with special educational needs are now making good progress in both Key Stage 1 and Key Stage 2. This is because lessons are planned carefully and delivered to take into account pupils' previous learning and provide appropriate challenges to children at all levels of attainment.
113. Attainment at Key Stage 1 is evenly spread between the components of the National Curriculum for science. Since the previous inspection when it was reported that infant pupils had too few opportunities to carry out investigations and experiments good steps have been taken to increase the amount of effective practical work. Year 2 pupils, for instance, not only have a good knowledge of various fruits and seeds, but also plan and carry out experiments to investigate the optimum conditions for the growth of cress seeds. They are starting to use measurements in their investigations, for example when exploring how model cars can be made to go faster and change direction. Their knowledge of living things and life processes is used well to develop good attitudes about healthy living. Year 2 pupils discuss healthy diets and the benefits of exercise.
114. Overall progress in Key Stage 2 continues to be good. Pupils with special educational needs receive effective support and make good progress. Pupils achieve equally well in all aspects of the National Curriculum. The oldest pupils in the school, for example, have a good knowledge of forces and their effects, and were able to discuss with inspectors how to design and carry out an experiment to investigate how the length of a spring varies with the applied force. They also understand how to separate mixtures of substances, and describe how to obtain the individual components from a mixture of pebbles, sand, salt and iron filings. Throughout the key stage pupils acquire a progressively more detailed knowledge of plants and animals, and benefit from the sensitive incorporation of topics about human reproduction and growth into their biological studies.
115. Throughout the school pupils have a good attitude to science. They listen carefully and follow teachers' instructions. They co-operate effectively when working in groups, and pay due attention to safety procedures when handling equipment. Children of all ages are developing a sound concern for the environment, and good attitudes towards healthy living. Pupils enjoy investigating and are acquiring an enthusiasm for the subject. During the inspection, for instance, Key Stage 1 pupils were observed having tremendous fun, but also learning how to use stop watches accurately, when investigating their comparative performances in skipping and hopping exercises. Some older pupils use their initiative to seek out and use information additional to that which they are taught in lessons. They use reference books effectively, and also gain access to information in computerised databases.
116. The quality of teaching is good. In Key Stage 1, teaching in half of the lessons seen was good and it was very good in the other half. At Key Stage 2, half of the teaching seen was good, a quarter was very good and the rest was satisfactory. Teachers have a sound knowledge of the subject and prepare lessons carefully, ensuring that appropriate resources are organised well and the time available is used efficiently. Sound overall planning is based on a good scheme of work that is securely related to the National Curriculum. Good links are often made with other subjects, but opportunities are sometimes missed for presenting experimental results graphically. There is an effective balance of whole class teaching and group work in most lessons. Teachers make good efforts to provide work at different levels of difficulty for pupils of varying ability in their classes. All teachers manage their classes effectively, and discipline problems do not interfere with the quality of learning. Written

work is marked carefully but insufficient comments are made about what pupils need to do to improve and the targets at which they should aim. Well-designed end of topic tests make a good contribution to the effectiveness of assessment procedures. Good records are built up of the progress that individual pupils are making, and these are used to inform the planning of future work. Homework is sometimes given to older pupils to reinforce learning in class, but its use is not sufficiently systematic.

117. The overall management of the subject is good. Materials and equipment are used efficiently and organised well, and are adequate for the implementation of the primary curriculum.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

118. In the previous inspection standards in information technology were found to be broadly satisfactory in both key stages. Progress, although generally sound, was in a somewhat narrow range of activities. Some teachers lacked confidence and expertise in the use of information technology. Computers were not used with sufficient frequency to justify the investments made, and not all the equipment was compatible with modern software. Pupils showing good competence with information technology procedures had benefited more from experiences at home than in school.

119. Current judgements indicate standards of attainment and progress in both Key Stage 1 and Key Stage 2 are still not as good as in most other subjects. Standards attained at the end of each key stage are a little below average and overall progress is unsatisfactory. Pupils with special educational needs do not receive any additional support in information technology and their progress is the same as other pupils. The school has not maintained the satisfactory standards identified in the previous report. This lack of progress is because insufficient time has been devoted to information technology, some teachers have been slow to gain confidence in the subject, and the school has been short of up-to-date hardware and software. In response to the previous inspection the school has recently produced guidelines. As yet these have not had an impact on teachers' planning. There are now improving trends throughout both key stages. The school is well placed to raise the standards attained by pupils.

120. The youngest pupils in the school are now making a good start and standards at the end of Key Stage 1, although still below average, are improving. Infant children are starting to make steady, satisfactory progress in acquiring skill and confidence in using the keyboard and mouse. They learn to manipulate information on a computer screen, can follow the "on screen" instructions of simple programmes, are developing an appropriate information technology vocabulary, and are starting to understand the potential of word processing techniques. They use some programs to assist the development of their mathematical and language skills. They display a noteworthy confidence when using control technology techniques to control programmable model vehicles.

121. Standards of attainment at the end of Key Stage 2 are currently a little below average. Only some pupils have made satisfactory progress, and this is often because they have access to computers at home. The experiences now provided by the school are in line with National Curriculum requirements, but are currently insufficiently frequent to give all pupils the required skills and confidence. Most Year 6 pupils have some understanding of word processing, but because they have had little practice some struggle to explain how to save, retrieve and adjust text and diagrams on a screen. They know that data processing and data capture are possible with appropriate computer programmes, but cannot readily give examples of how they have used such procedures. Techniques of control technology are barely more advanced than those encountered in Key Stage 1. Pupils have opportunities to use CD-ROMs to find and use information relating to other subjects, for instance about the Tudors studied in history, but such activities need to be more frequent.

122. Pupils have a good attitude towards the subject, and treat equipment with care and respect. Many express enthusiasm about the increasing opportunities to use the up-to-date equipment recently acquired by the school.
123. It was not possible to observe any teaching during the inspection, but indirect evidence indicates it has been insufficient in frequency and quantity in the past. Teachers' planning is currently unsatisfactory because there is no systematic whole school scheme of work; neither are there adequate assessment and record keeping systems. There are plans to rectify these deficiencies. Teachers have taken part in training and most are now reasonably familiar with all aspects of the subjects. They are starting to appreciate the potential of information technology as an aid to learning across the curriculum. A noteworthy initiative is the recent installation of a computerised library system. This gives pupils a good insight into the efficient use of data collection and retrieval and allows staff to have immediate access to the reading programme of all pupils. The development of teaching techniques, like the general development of the subject, has been hampered by lack of resources. The school is well placed to make good use of recently acquired equipment.

## **Art**

124. All pupils, including those with special educational needs make satisfactory progress and this is similar to the previous inspection. A scheme of work is still in draft format. Although the coordinator gives guidance and checks planning to ensure a variety of tasks are taught there is still insufficient planning about the skills to be taught.
125. At Key Stage 1, pupils have a satisfactory knowledge of mixing colours and have selected appropriate colours to provide a backwash for their autumn leaf prints. They are developing their printing skills using different leaves and arrange them creatively to make interesting patterns. Pupils observe the details of fruits and berries and their work includes most of the relevant features. These observational skills are extended in Year 2 when pupils use magnifying glasses competently to increase the amount of detail. However, the teaching of techniques to develop these skills was limited and the fruit selected in Year 2 was rather difficult for pupils of this age to achieve success. Evidence from teachers' planning and scrutiny of work indicates pupils have looked at the work of Van Gogh and have used bright colours and thick paint in their attempts to repeat the artist's style.
126. At Key Stage 2, satisfactory progress is maintained as pupils experience a wider range of resources and activities. At Year 3, pupils extend their colour mixing skills and appreciate primary colours and effectively lighten and darken colours and experiment with tones. Observational drawings are neater than in Key Stage 1 and portraits include more details and show an increasing awareness of proportions. More printing skills are developed in Year 4 as pupils use string to make a printing block and then colour this in bright colours to create images of their summer holidays. Van Gogh is reviewed again in Year 5 and pupils have extended their appreciation of his style by thickening their paint to create the desired effect. At the end of the key stage pupils have reviewed the work of women artists and have created some imaginative folded pictures to create panels of work after looking at the style of Vanessa Bell. Sketchbooks have been used effectively in Year 6 to plan the shapes of the main features for their masks. Three-dimensional work has developed in most years with opportunities to work with clay and to make models using clay. However, there was limited evidence of textile work and the coordinator has plans to improve this aspect of the curriculum.
127. Pupils' attitudes are generally good and pupils enjoy practical activities. Resources are used carefully and tidied away efficiently at the end of the lesson. Behaviour is good although the cramped space in some classes occasionally leads to work being spoiled as pupils move around without due attention to others' work. Pupils are confident to talk about their work and in a Year 5 lesson pupils were developing the required skills to be critical of their work and to suggest improvements.
128. The quality of teaching is satisfactory at both key stages. Teachers plan lessons carefully but as identified in the previous inspection do not always give sufficient attention to the artistic skills to be developed. Lessons are

managed well and teachers make good use of all the space available and organise resources efficiently. Good links are made with other subjects as in the masks made in Year 6 that will be used for a Greek play when they are completed. Teachers include art from other cultures, such as the Indian work done in Key Stage 2, and this ensures the subject contributes to the pupils' cultural development.

## **Design and technology**

129. The previous inspection reported that all pupils were making unsatisfactory progress, and standards were below those normally encountered at the end of each key stage. This was because there was no satisfactory policy or scheme of work, resources were inadequate and teachers lacked guidance in their planning.
130. There have been significant improvements in the last three years and the identified weaknesses have been eliminated. Although it was possible to observe only a limited amount of teaching, considerable evidence was obtained from a scrutiny of teachers' planning, examination of pupils' work, and discussions with pupils and teachers.
131. Pupils are now making good, steady progress in all classes. Pupils with special educational needs are fully involved in these lessons and make good progress relative to their ability. Standards of attainment are better than those normally encountered for children of similar ages.
132. Key Stage 1 pupils acquire a good appreciation of the importance of designing, measuring, and marking out, together with the need for accurate cutting out when, for example, they make their own Easter "pop-up" cards. Work encompasses a good range of different materials and pupils experience a variety of techniques for shaping, bending, cutting and joining. They start to understand mechanisms as they make models with propriety construction kits. Food technology is not neglected. Year 2 pupils, for instance, make and evaluate the quality of a healthy snack. Technology projects are often chosen carefully to assist progress in other subjects. For example, pupils in Year 2 use their knowledge of electrical circuits to design and make a "robot" with eyes that light up.
133. Key Stage 2 pupils attempt progressively more demanding activities. A Year 3 class, for example, was observed working confidently on the design, construction and evaluation of cardboard boxes of a variety of shapes and sizes. Year 4 pupils investigate the workings of electric torches, and then design and build their own. Skills are further extended in Year 5 and pupils learn how to make wooden frameworks, and then use these skills, linked with knowledge gained in history lessons, to design and make model Victorian houses. Good progress is maintained throughout the key stage and Year 6 pupils design and build a model bridge to strict specifications.
134. In both key stages pupils' speaking and listening skills benefit from opportunities to discuss design possibilities, judge the success of finished products, and suggest possible improvements. Mathematical skills are also enhanced by the need for accurate measurement in designing and marking out procedures.
135. Pupils generally have good attitudes to the subject. They work co-operatively in small groups, and treat tools and materials with care and respect. Most enjoy the work and take considerable pride in the articles they produce.
136. Teaching is consistently good and has improved since the last inspection. It benefits from the well conceived policy document and scheme of work that has been produced, the training that has been undertaken by teachers, and the acquisition of additional resources to complement the new scheme of work.

## Geography

137. The majority of the pupils, including those with special educational needs, make good progress in both key stages in developing skills of enquiry, and in extending their knowledge of the world. This indicates an improvement on the sound progress noted in the previous inspection report. The quality of work is similar to that seen in most primary schools.
138. In Year 1, the pupils consider Red Riding Hood's journey to her grandmother's house. They discuss the physical features such as forest, stream and hill along the route, and record their ideas in labelled pictures and by modelling in the sand. These skills are further developed in Year 2 when pupils study the local area. Following a visit to the park, they use their own observations to draw a labelled pictorial map from memory. They identify features of the park, such as the play area, which they like, and ones that they find less attractive. The majority describe ways in which the park meets the needs of older people as well as children. From looking carefully at plans drawn two years ago pupils realise that places change over time. Scrutiny of pupils' work indicates that by the end of Key Stage 1, the majority of the pupils have sound knowledge of a contrasting location at the seaside. They make relevant comparisons between the facilities Llandudno has to offer and those in their home town. At Key Stage 2, the youngest pupils make good progress and are aware of different ways of representation. They draw birds-eye plans of common objects like tables and chairs, and of their bedrooms. This knowledge is developed and pupils are familiar with the four points of the compass and use them to write precise instructions for a short journey. By the end of Key Stage 2, pupils show sound knowledge of the topics studied. At Year 4, for instance, they carry out a local field study in Rivington and in Year 5 contrast life in a French wine-growing village with their own experience in Astley. The pupils in Year 6 were observed beginning a study of Chembakolli – an Indian village. They locate accurately Chembakolli on a map of India, and India on a world map. They make good progress in their knowledge of geographical terminology and understand terms such as rural and urban and use them appropriately. Geographical skills are also developed and pupils consider what they need to find out and generate appropriate questions to support their enquiry. When closely examining photographs, they draw sensible conclusions about rural Indian life, but also realise that assumptions are not always correct and more evidence might be needed to verify their ideas. Discussions with pupils revealed that whilst their knowledge of topics studied is sound, their general knowledge about world locations, e.g. locating capital cities, is less well established. The school is aware of this and is modifying the curriculum to further development the pupils' skills in this area.
139. The pupils' attitudes are good. They show considerable interest in the subject and are enthusiastic to find out for themselves. They handle books and artefacts with care. The older pupils collaborate successfully to develop their ideas and share resources fairly. They handle photographs and artefacts with care and show respect for other cultures and ways of life.
140. The quality of teaching is good. In two-thirds of lessons seen, teaching was good and the rest was satisfactory. All teachers have a secure subject knowledge. Work is planned well in line with the school's scheme of work, which incorporates recently produced national guidelines. This, despite a cut in time allocated, provides appropriate coverage of the subject, and continuity in skill building as the pupils move from class to class. Most lessons have a clear focus and the pupils are made aware of what they are expected to learn. The teachers' high expectations of attainment and behaviour motivate the pupils to work hard. Good relationships and the teachers' effective management skills help establish a purposeful working atmosphere in class, which supports learning well. Geographical language is used precisely, and questions carefully directed to extend the pupils' thinking. Older pupils are encouraged to be independent and acquire research skills to enable them to find information for themselves. Occasionally pace for the youngest pupils is too slow and this hampers progress. Resources are used well. Visits in the locality and further afield, including the residential visit to the Lake District are instrumental in promoting progress. Marking is conscientiously carried out, but does not always inform the pupils of how they can improve their work. Whilst many of the pupils bring information from home to support topic work, the use of homework varies from class to class.

141. Literacy skills are well developed through the geography curriculum. For instance, the pupils in Year 6 use their note taking skills to jot down the photographic evidence they have gathered. Work on co-ordinates, and the interpretation of data and preparation of graphs such as in climate studies provide particularly useful support for numeracy. Insufficient use is made of information technology in storing and collating information. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development giving pupils a good insight into ways of life other than their own.

## **History**

142. The majority of pupils, including those with special educational needs, make good progress in developing their skills of historical enquiry, and extending their knowledge and sense of the past. This indicates an improvement on the sound progress noted in the previous inspection report. The school has carefully addressed the concern about lack of challenge in some lessons and the curriculum taught is now appropriate to the needs of all pupils.

143. Due to the constraints of the curriculum, no lessons were observed in Key Stage 1. Scrutiny of work, however, indicates that the pupils in Year 1 develop a sound sense of chronology by studying the considerable changes in themselves since they were babies. In a topic on light, they compare the light generated in their houses by electricity with the gas lights and tallow candles of earlier times. They are familiar with the stories of people from the past including Queen Victoria, Guy Fawkes and King Alfred. These skills are further extended in Year 2 and pupils use photographs to learn about the past and make comparisons with the present. They carefully contrast the view of the school's immediate locality taken 60 years ago with what they can see today and are aware of significant changes over time. In Key Stage 2, the younger pupils (Year 3) were observed studying Roman Britain. They gather information from text and pictures in reference books to describe methods of warfare of Celtic and Roman soldiers. Following careful comparison, they offer sensible suggestions as to why the Romans dominated. Good progress is made and by the end of the key stage the majority of the pupils have secure factual knowledge and understanding of topics covered including the Tudors, and the Victorians. Teachers provide good opportunities to extend research skills. This is done very successfully for example, in Year 6 pupils work in pairs and small groups to research information about the Ancient Greeks. They reflect on features of Greek society, highlighting good and bad points as they see them. They show sound insights when discussing ethical issues such as slavery and the position of women in society.

144. The pupils' attitudes are very good. They are very enthusiastic to learn, often bringing in extra information from home when carrying out research. They co-operate well in pairs and small groups, and persevere to remain on task and complete work even without direct supervision. Individuals take responsibility to scribe for the group, and almost all are confident and keen to report group findings to the class.

145. The quality of teaching was at least good in all three lessons seen and in one lesson, it was very good. Teachers have secure knowledge of the subject and plan their work carefully in line with the school's scheme of work. This provides for the systematic development of skills and supports the pupils in making good progress. Lessons are organised well with an appropriate balance of whole class teacher input and challenging groupwork. Plenary sessions are used effectively to reinforce teaching points. Very good supportive relationships enable the teachers to establish a purposeful working atmosphere where the pupils and teachers are committed to doing their best. Resources and artefacts are prepared well and used to provide attractive interactive classroom displays, which stimulate the pupils' interest. For instance, in Year 5, the display of artefacts includes a shoemaker's last. This is accompanied by the question, 'Why do you think that in Victorian Britain many people owned a last?'

146. Educational visits such as to Wigan Pier and Eden Camp support learning well. The subject makes a good contribution to the development of the pupils' skills of literacy in providing interesting opportunities to practise reading research skills, and to write for specific purposes. Numeracy skills are also developed in time line and



chronology work. Whilst the pupils in Key Stage 2 are becoming increasingly confident in using CD-ROM to research information, their use of information technology and of numeracy skills in data handling, for example, collating census information, is not well developed. The consideration of social issues, for instance in Greek and Victorian Society, makes a significant contribution to the pupils' spiritual, moral, social and cultural development.

## **Music**

147. In the previous inspection standards were found to be below average for pupils' ages throughout the school. Shortcomings in the teaching and organisation of the subject were linked to the absence of a whole school scheme of work and a shortage of resources. These deficiencies have been addressed successfully and there have been considerable improvements in all aspects of teaching and learning.
148. The majority pupils, including those with special educational needs, make good progress and standards are generally good throughout the school. This is the result of enthusiastic teaching and carefully planned lessons that include activities to extend the learning of higher attaining pupils.
149. Infant pupils use appropriate instruments with good competence for their ages. They sing tunefully a wide range of songs from memory. Pupils understand 'loud' and 'soft' and play instruments or clap to follow simple patterns and signals. They maintain a rhythm using percussion instruments. Good progress is maintained and by the end of Key Stage 1 pupils understand music can be represented by signs and symbols. They develop appropriate composition skills, gaining competence in using the computer program "Compose".
150. Pupils continue to make good progress in Key Stage 2, particularly in the development of composing and appraising skills. At the end of the key stage pupils are able to listen with care to a variety of music and make perceptive comments about the feelings it engenders. They compare and contrast different pieces of music, identify the instruments used, and discuss differences and similarities using suitable musical vocabulary. In assemblies both boys and girls sing tunefully with appropriate expression, good volume and a well developed sense of rhythm.
151. Pupils' attitudes to music are good overall, but very good at the end of Key Stage 2. A particularly good lesson observed in Key Stage 2 involved pupils working independently in groups of three or four to compose and record short pieces of instrumental music. After reassembling as a whole class, each group performed their composition and received appreciative applause from their classmates.
152. It was only possible to observe a limited amount of teaching during the inspection, but discussions with pupils, scrutiny of teachers' planning and examination of the well designed scheme of work indicated teaching is usually at least good. Management and organisation of the subject are good.
153. There are good opportunities for pupils to take part in musical performances at various times during the school year. A substantial number of pupils whose parents choose to pay for the service receive instrumental lessons at lunchtimes from peripatetic music specialists.

154. These experiences successfully extend the music curriculum.

## **Physical education**

155. The school has maintained a wide range of activities in the curriculum and pupils have the opportunity to go swimming in Key Stage 2. Progress is similar to that identified in the previous inspection and is satisfactory in Key Stage 1 and good in Key Stage 2 when the teaching is more effective and specific games skills are coached thoroughly.

156. It was only possible to see games being taught during the inspection. At Key Stage 1, sound progress is made in learning to control a ball and they roll it accurately and increase their skills of aiming at targets. Hand and eye coordination skills are developing well and pupils know they have to watch the ball closely when catching. Most pupils in Year 1 found skipping with a rope difficult but were prepared to try to improve their skills. They make good use of space and give careful attention to the needs of other pupils. They understand that exercise is beneficial for the body. Good progress is made throughout Key Stage 2 as a response to good teacher input from specialist coaches as well as the teachers. Games skills are further developed and pupils have good control when stopping, dribbling and passing the ball. Pupils start to use these skills confidently in small games situations and understand attack and defence and the importance of working as a team. Year 6 pupils had good ideas to design their own small games and recognised the need to have a scoring system and simple rules to ensure fair play. Pupils go swimming in Key Stage 2 and at the end of last year the vast majority of pupils were able to swim.
157. Pupils enjoy physical education lessons and take part energetically. Behaviour is good and pupils work well with a partner and in small groups. Collaboration was very good in Year 6 when pupils sensibly shared their ideas to invent a small game. Resources are shared without a fuss and pupils are eager to help their teachers giving out the equipment and collecting it at the end of lessons.
158. In the lessons seen teaching was satisfactory in Key Stage 1 and good in Key Stage 2 this is similar to the previous inspection. Lessons follow a good structure and include exercises to warm up and cool down. Due attention is given to safety in all lessons. Management is effective and pupils are kept busy throughout the lessons. Pupil demonstrations are used effectively to clarify teaching points, but in Key Stage 1 insufficient opportunity was given to pupils to improve their skills after a demonstration. The very good teaching seen in Key Stage 2 maintained a brisk pace throughout and teacher demonstrations of specific skills and high expectations ensured the pupils made very good progress. The subject coordinator has resolved the weaknesses identified in the previous report and sufficient apparatus is now available and it is used well. Although it was not possible to see gymnastics being taught the school gym club was well attended and pupils performed specific gymnastic skills confidently. Other activities are also provided to extend the curriculum and teachers organise competitions between other schools. Pupils also have the opportunity to go on a residential visit and an outdoor activity day is also organised every year. These experiences ensure the subject makes a significant contribution to pupils' moral and social development.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

159. The inspection team consisted of four inspectors, one of whom was a lay inspector. A combined number of 14 inspection days was spent in the school gathering information.

The inspection team;

- observed 48 lessons or parts of lessons;
- spent 39 hours observing lessons and looking at pupils' work;
- recorded another 14 hours of observations including attendance at assemblies, registration periods, extra-curricular activities, break and lunchtime activities of pupils and discussions with the headteacher, governors, staff and other visitors involved with the school;
- observed pupils arrive and depart from the school;
- heard pupils of different ages and abilities read from fiction and non-fiction books;
- talked with pupils at the school;
- reviewed written work of a representative sample of three pupils from each year;
- analysed the policy documents, teacher planning files, pupils' records, attendance registers for the whole year, the school development plan and budget figures;
- held discussions with the headteacher, members of staff, the chair of the governing body, other governors and many parents during the week;
- held a meeting prior to the inspection attended by 14 parents and considered 41 responses from parents to questionnaires asking about their views of the school.

## 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	208	1	36	10
Nursery Unit/School	0	0	0	0

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

8.71

Number of pupils per qualified teacher

23.88

#### Education support staff (YR – Y6)

Total number of education support staff

1

Total aggregate hours worked each week

25.0

### Financial data

Financial year:

1998

Total Income

289240

Total Expenditure

292658

Expenditure per pupil

1434.60

Balance brought forward from previous year

43783

Balance carried forward to next year

40365

## PARENTAL SURVEY

Number of questionnaires sent out:

154

Number of questionnaires returned:

41

### 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	17	59	7	10	7
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	37	2	10	5
The school handles complaints from parents well	21	42	24	10	3
The school gives me a clear understanding of what is taught	34	54	5	7	0
The school keeps me well informed about my child(ren)'s progress	32	40	15	13	0
The school enables my child(ren) to achieve a good standard of work	39	59	0	2	0
The school encourages children to get involved in more than just their daily lessons	22	44	22	12	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	56	7	17	3
The school's values and attitudes have a positive effect on my child(ren)	51	37	7	5	0
The school achieves high standards of good behaviour	56	37	2	5	0
My child(ren) like(s) school	49	49	2	0	0

Parents appreciate the support for pupils with special educational needs.