

# INSPECTION REPORT

**St Mary's Catholic Primary School**  
Fleetwood

LEA area: Lancashire

Unique Reference Number: 119623

Headteacher: Mr. M. Rogan

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Reporting inspector: Mr. S. Hill

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 707545

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	London Street Fleetwood Lancashire FY7 6EU
Telephone number:	01253 878445
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. John Bailey
Date of previous inspection:	April 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Steven Hill Rgl	Science, Under fives, Information Technology, Design and Technology	Characteristics of the school, Attainment and progress, Teaching, Leadership and management
Eric Steed	English, History, Geography, Art, Equal opportunities, Special educational needs	Curriculum and assessment,
Bill Jefferson	Mathematics, Music, Physical education	Spiritual, moral and social and cultural development, Efficiency, Staffing, accommodation and learning resources.
Jean Overend, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Pupils make good progress in mathematics throughout the school, in physical education at Key Stage One, and in design and technology at Key Stage Two.
- The quality of teaching is good.
- The school is well managed and efficiently run.
- Provision for pupils' spiritual, moral and social development is very good.
- The school has a good partnership with parents
- Provision for pupils with special educational needs is good.
- Pupils have positive attitudes to learning and their behaviour, relationships and personal development are very good.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. The monitoring of standards and teaching is not sufficiently systematic.
- II. Insufficient use is made of the results of assessments to support curricular provision and pupils progress and standards.
- III. Not enough use is made of information technology to support pupils' learning in other subjects of the curriculum.

**The school's strengths substantially outweigh its weaknesses, and it provides its pupils with a good education. The weaknesses will form the basis of the governors' action plan, which will be sent to the parents of all pupils in the school.**

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

The improvement since the last inspection has been good. Standards have been raised in mathematics. The quality of teaching has improved. The role of the subject co-ordinators has been developed, but there are still weaknesses in their monitoring role. Progress has been made in all the key issues. The school development plan is now satisfactory overall, although there is still need to be more specific when framing targets for improvement. The development of policies has been good, and there are appropriate policies in place for all subjects and most aspects. The attainment of more able pupils has been raised, as is shown by the increased numbers achieving above the national expectation in national tests at the end of Key Stage Two. However, there is still evidence of lack of sufficient challenge in science at Key Stage One. Investigative and problem solving work at Key Stage Two is now appropriate. There are now good opportunities for pupils to undertake experimental and investigative work in science, although the balance of this is inconsistent between classes. Attainment has been raised in information technology and in design technology at Key Stage Two. The school has set appropriate targets for results in national assessment tests, and is well placed to continue to improve.

### STANDARDS IN SUBJECTS

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

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

Inspection evidence, and that from previous national tests, shows that the results for 1999 were lower than the standards the school generally achieves. This is because of a larger than average number of low attainers in the relevant cohort. Standards at the end of each Key Stage are above average in mathematics, and are average in science and English. Pupils at both key stages make sound progress and attain satisfactory standards in most other subjects. They make good progress in physical education at Key Stage One and in design and technology at Key Stage Two, and attain good standards.

## · QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Good
Mathematics	Very good	Good	Good
Science	n/a	Satisfactory	Good
Information technology	n/a	Satisfactory	Satisfactory
Other subjects	Very good	Good	Good

Teaching is good overall at each key stage, and is very good for children under five. During the inspection good teaching was observed in every class and from every teacher. 23% of teaching observed was very good or better, 77% of teaching was good or better, 98% of teaching was satisfactory or better and 2% was unsatisfactory. A major strength of all teaching is the establishment of very positive relationships, which support very good management of pupils and very good discipline. Occasional weaknesses in teaching usually reflect weak subject knowledge on the part of the teacher.

*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 both in class and around the school.
Attendance	Satisfactory
Ethos*	Very good. Pupils enjoy being at school, work hard and enjoy learning, form very good relationships, and feel safe and secure.
Leadership and management	The school is well managed. The headteacher gives clear educational direction to the school and is well supported by an effective staff team. Efforts are directed to well-chosen priorities, and have been successful. Governors fulfil their responsibilities appropriately. However, the monitoring of standards and teaching is not sufficiently systematic, and is unsatisfactory overall.
Curriculum	The curriculum is generally broad and balanced. However, some foundation subjects have a relatively small amount of time spent on them. The procedures for assessment are sound, but the use of assessment data to improve provision is unsatisfactory.
Pupils with special educational needs	Provision is good, is well managed, and enables pupils to make good progress.
Spiritual, moral, social & cultural development	Provision for spiritual, moral and social development is very good. Provision for pupils' cultural development is sound overall, but there are weaknesses in provision to give them an understanding of the range of cultures in modern Britain.
Staffing, resources and accommodation	Satisfactory overall. The accommodation is of high quality and is well maintained, but there is a shortage of space for children under five.
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
IV. Their children like school.	VIII. A few parents felt that older pupils had

V. The school's values and attitudes have a positive effect on their children.	s had too little.
VI. The school achieves high standards of good behaviour.	
VII. The school encourages parents to play an active part in the life of the school.	

Inspection evidence supports parents' positive views. The provision of homework is satisfactory.

### KEY ISSUES FOR ACTION

In order to improve the current good provision, the school should, in line with the school development plan,

1. **Improve the monitoring of standards and teaching** (Paragraphs 42. 55. 90. 96. 104.122.132), by:
  - a. More systematically analysing teachers' planning.
  - b. Implementing a programme to examine samples of pupils' work on a regular basis.
  - c. Within the constraints of the budget, providing a programme of opportunities for teachers to monitor each other's teaching on a systematic basis.
  - d. Making more use of subject co-ordinators to implement a, b and c above, and ensuring that the results of monitoring are recorded systematically, and that strengths and weaknesses are fed back to colleagues to inform best practice.
  - e. Ensuring that monitoring takes place against agreed criteria.
  
1. **Make more use of the data from assessment** (Paragraphs 39. 40. 96. 104) to ensure that
  - a. Any weaknesses or anomalies in the results are analysed, and used to inform the planning of the curriculum.
  - b. Assessments of pupils' individual strengths and weaknesses are used more consistently to provide suitably challenging work, particularly in the non-core subjects, and for higher attaining pupils in science at Key Stage One.
  
1. **Make more use of information technology (IT) to support pupils' learning in other subjects,** (Paragraphs 10. 28. 33. 63. 86. 133. 137.139. 140) by
  - a. Continuing to improve the scheme of work for IT, to include advice about how it can be used effectively across the curriculum.
  - b. Including advice on how IT could be used to support learning in the schemes of work for other subjects.
  - c. Providing training and advice to staff, as needed, so that they are more secure in using IT across the curriculum.
  - d. Ensuring that resources for IT are sufficient to support work in the different subjects.

There are more minor weaknesses in paragraphs 35. 41. 43. 47. 50. 58. 62. 74. 103. 123.130) which the governors may also wish to consider when devising their action plan.



d. **INTRODUCTION**

d. **Characteristics of the school**

1. St Mary's is about a quarter of a mile from the seafront in Fleetwood, and was completely rebuilt on its original site a few years ago, resulting in the current modern building. The school serves a residential area with a mixture of private and rented properties. It is full to capacity, with 175 currently on roll. It serves St Mary's parish and caters for children aged between 4 and 11 years. Children are admitted to the school in the September of the year in which they will have their fifth birthday. At the time of the inspection, none of the children in the reception class was of statutory school age, and only a few had had their fifth birthday. The majority of pupils come from Roman Catholic families, although a few non-catholic children also attend the school.
2. The overall attainment of pupils on entry to the school covers a wide range, and is usually similar overall to that found nationally. Some year groups have more than average numbers of pupils with special educational needs, and records show that the current reception class, and the class which has just left Year 6, fall into this category. Currently 31 (18%) pupils are on the special needs register, and 2 have statements of special educational need. This is average overall. The social background of pupils is similar to the pattern found nationally, and an average number of pupils are entitled to free school meals. No pupils come from ethnic minority backgrounds, and all speak English as their home language.
3. The school's aims are centred on Jesus Christ and the example he set. The main aim is to encourage children to treat others as they would wish to be treated themselves. The aim is to be a Christ centred community in which all relationships are strengthened by the love and care that exist within the school. Other more detailed aims include more specific social and academic goals for pupils including the provision of a broad, balanced and rewarding curriculum.
4. The school's current priorities cover many facets of the school's work, and include improving the monitoring of the curriculum and of pupils' work, analysing the assessment data available to evaluate curriculum strengths and weaknesses to inform planning, and improving provision in information technology.
- 4.

#### 4. 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	15	11	26

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	9	10
	Girls	10	11	10
	Total	19	20	20
Percentage at NC Level 2 or above	School	73(89)	77(89)	77(90)
	National	(80)	(81)	(84)

  

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	10	11
	Girls	11	10	10
	Total	20	20	21
Percentage at NC Level 2 or above	School	77(86)	77(89)	81(83)
	National	(81)	(85)	(86)

##### 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	11	17	28

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	7
	Girls	15	13	13
	Total	22	20	20
Percentage at NC Level 4 or above	School	78(75)	71(80)	71(80)
	National	70(65)	69(59)	78(69)

  

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	8	7
	Girls	15	14	15
	Total	22	22	22
Percentage at NC Level 4 or above	School	78(65)	78(80)	78(80)
	National	68(65)	69(65)	75(72)

1,2 Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	% 5.2 5.7
	Unauthorised Absence	School National comparative data	0.6 0.5

4.

## 4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

## 4. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	23
	Satisfactory or better	98
	Less than satisfactory	2

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

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

#### **4. Attainment and progress**

5. Children under five make good progress. Pupils at both key stages make good progress in mathematics and attain high standards by the end of each key stage. Pupils at Key Stage One make good progress in physical education and attain high standards, and pupils at Key Stage Two make good progress in design and technology, and attain good standards. In all other subjects pupils make satisfactory progress and attain sound standards at the end of each key stage. Since the last inspection, standards have improved in mathematics, in information technology, in design and technology at Key Stage Two, and in physical education at Key Stage One.
6. Children under five make good progress in the different areas of learning. Children's attainment on entry to the school covers a wide range, and is usually broadly average. Baseline assessments undertaken by the school show that the attainment of the current reception class, although covering a wide range, is overall lower than average. Nonetheless, children are making good progress, and very good progress in some lessons, and the majority of them are on target to attain the desirable outcomes in the different areas of learning by the time they are five.
7. Overall standards in English are average at the end of each key stage, with strengths in handwriting and in speaking and listening. Progress is sound at each key stage. By the end of Key Stage One standards are at the expected national average in reading and near the national average in writing. Pupils continue to make satisfactory progress so that by the end of Key Stage Two the majority attain broadly sound standards. This is similar to the standards reported following the previous inspection and shows an overall maintenance of standards since 1996. At the end of Key Stage One statutory tests administered in 1998 showed that pupils' attainment was above the national average in both reading and writing at the expected Level 2 and above. In reading attainment was well above the national average at the higher level 3, but attainment was below average in writing. In comparison with similar schools, results indicated that pupils' attainment in both reading and writing was above average. Over the three years between 1996 and 1998 attainment has fluctuated in both reading and writing, but has remained close to the national average. In Key Stage Two in 1998 pupils' attainment in English was close to the national average both at the expected level 4 and the higher Level 5. Pupils' results are close to the average attainment of pupils from similar schools. Over the three years between 1996 and 1998 pupils' attainment has been close to the national average. At Key Stage Two the performance of girls is slightly above that of boys. In the most recent, 1999, tests at Key Stage One pupils' results in both reading and writing were below the national average for the expected Level 2 and also the higher Level 3. This fall in standards was due to the higher than average percentage of pupils with special educational needs and lower attaining pupils in the year group. The results for Key Stage Two at the expected Level 4 were above the national average, an improvement over 1998. However, the percentage of pupils attaining the higher Level 5 fell by almost fifty percent. Evidence from the inspection suggests that the overall percentage of Key Stage One pupils achieving the expected Level 2 in 2000 will return to the school's average. In Key Stage Two evidence suggests that the percentage of pupils likely to achieve Level 5 will surpass the 1999 figure.
8. In mathematics, standards are above average at the end of each key stage. At Key Stage One, the results of National Curriculum Tests and teacher assessments indicate that for the three year period up to 1998, the performance of pupils was above the national average. The results of the 1998 tests show that the performance of pupils was still above the national average and was well above

average in comparison with similar schools. Inspection indicates that both attainment and progress are good. At Key Stage 2, the results of National Curriculum Tests show that for the three year period up to 1998, the performance of pupils was close to the national average. The results of the 1998 tests show that the performance of pupils was well above the national average and well above average in comparison with similar schools. Inspection indicates that both attainment and progress are good. At both key stages, results of the 1999 National Curriculum Tests were average, but there was an unusually large number of less able pupils in both cohorts. The school has implemented the numeracy strategy well and this is having a positive effect on pupils' progress. Attainment levels have risen since the previous inspection, when they were in line with national expectations.

9. In science, standards are average at the end of each key stage. At the end of Key Stage One, in 1999, the number of pupils who gained the expected level 2 in national assessments was broadly average, and has been so for several years, with the fluctuations to be expected with relatively small cohorts. However, no pupils gained the higher level 3 in either 1999 or 1998, which is well below average for all schools and for similar schools. Evidence from the scrutiny of work and from lesson observations shows that most pupils attain the national expectation by the end of Key Stage One, but that very little work is done to enable them to achieve above this level. Standards are sound overall, and pupils make satisfactory progress. At the end of Key Stage Two, in both 1998 and 1999, the results of national assessments were average in terms of all schools, and below average in terms of similar schools. Over several years, scores have been broadly average, although with minor fluctuations from year to year, as is to be expected with a cohort of less than 30 pupils. In 1998, no pupils attained the higher level 5, but a high number of pupils gained the expected level 4. In 1999, the number gaining level 4 or above was slightly below average, but an average number gained level 5. This corresponded with a more than average number of pupils who had special needs. Pupils' work this year confirms that standards are broadly average, with most pupils attaining the national expectation, and a significant minority on line to exceed this level. Progress overall is satisfactory, although it varies between classes in the progress made in pupils' practical and investigative skills. In many individual lessons progress is good, but the overall effect of different approaches to investigative work means that progress over time is only satisfactory.
10. Standards in information technology (IT) are in line with national expectations at the end of each key stage, and pupils make satisfactory progress overall. This is a significant improvement since the last inspection, particularly at Key Stage Two, where previous standards were poor. Pupils generally make good progress in specific IT lessons, but have insufficient opportunities to practise using their skills, particularly in other subjects, to make better than satisfactory progress overall. Although pupils in Year 6 have not yet covered everything needed to reach national expectations for the end of the key stage, they are currently making good progress and are on track to do so by July.
11. In design and technology, pupils make sound progress at Key Stage One, and good progress at Key Stage Two. Generally standards are similar to those found nationally at Key Stage One, and are better than are usually found at Key Stage Two. This is a significant improvement since the last inspection, when standards were weak at Key Stage Two.
12. In geography, history, music and art, pupils make satisfactory progress at each key stage and the standards attained are sound. In physical education pupils make good progress at Key Stage One, and sound progress at Key Stage Two.
13. Pupils with different levels of attainment generally make similar progress in different subjects. Pupils with special educational needs make good progress because of the well-organised provision and the skillful support they receive from their teachers and other staff. Pupils make satisfactory progress in the key skills of reading and writing. They use these skills appropriately to support

their work in other subjects, although this is not consistent between all classes and subjects for their writing skills. Pupils' speaking and listening skills are good, and they use them well in lessons across the curriculum, responding positively to challenging questioning from their teachers. Pupils have good numeracy skills which they use effectively to support work in other subjects such as science and geography. Pupils' information and communication technology skills are satisfactory, but they currently do not make sufficient use of them to support their learning in other subjects.

14. In individual lessons across the school, pupils generally make good progress as a result of good teaching. Their overall progress is only satisfactory, although it is good in some subjects, because of some weaknesses in the use of assessment, and in weaknesses in monitoring to ensure that what is taught builds effectively on what has gone before.

14.

14. **Attitudes, behaviour and personal development**

15. Pupils' good attitudes and very high standards of behaviour are a strength of the school. Parents' positive views on this are fully justified.

16. Children under five are well motivated and respond positively to adults and to each other. They are enthusiastic learners who work with confidence and co-operate well. Their behaviour is good and this supports their learning effectively.

17. Pupils' responses to their lessons are positive at both key stages. Their behaviour is very good, and they apply themselves diligently to their work. They sustain their concentration well and persevere when they encounter difficulties. They listen well to the views of others and treat them with respect.

18. Pupils' behaviour is very good and their good manners are often exemplary. They are polite, open, trustworthy and friendly. In the playground their play is good natured. They respond well to rules and conventions, as was seen in assemblies where they are attentive and join in appropriately. Movement about the school is quiet and orderly. Pupils with recognised behavioural difficulties are managed well, and make good progress in their personal skills.

19. Relationships throughout the school are very good, with pupils sensitive to, and supportive of the needs and feelings of others. Pupils' personal development is very good. They show initiative in offering help when required, for example offering to do jobs, holding open doors, or finding and proffering equipment which the teacher needs. When given jobs, they do them conscientiously and effectively. They undertake responsibilities effectively within the school's daily routines. For example, prefects take their responsibilities seriously, and older pupils show thoughtful maturity when helping to look after younger ones during wet playtimes. Pupils with special educational needs are well integrated with their classmates, and are happy and well motivated in class. Pupils work together effectively in pairs or in small groups, and their collaborative skills develop well as they get older. They respond generously to charity appeals, and show a good awareness of the needs of people who are in difficult circumstances. Pupils develop their social understanding and independence well through a range of visits, including residential visits for older pupils.

20. Since the last inspection, pupils take more responsibility for their own learning. This was observed in lessons such as science or history, when pupils successfully undertook independent investigations either alone or in groups.

20. **Attendance**

21. Attendance is satisfactory. Levels of authorised and unauthorised absence are broadly average. Punctuality is good and the school day starts promptly, which supports pupils' progress. Pupils with special educational needs attend regularly, although a few are often late at the start of the day, which can mean they miss parts of lessons. Registration is brief and efficient, and lessons start and end on time. Attendance is recorded appropriately.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

22. Teaching is good overall at each key stage, and is very good for children under five. During the inspection good teaching was observed in every class and from every teacher. 23% of teaching observed was very good or better, 77% of teaching was good or better, 98% of teaching was satisfactory or better and 2% was unsatisfactory. The quality of teaching has improved since the last inspection. Teaching staff are dedicated and hard working, and are committed to the needs of their pupils.
23. Teaching of children under five is very good. The teacher and support staff have a good knowledge and understanding of the needs of young children and have very high expectations of how they should behave and what they can achieve. They work very effectively as a team. The initial teaching of literacy, and in particular of phonics, is very good. Relationships are very good and pupils are managed very well. Staff have high expectations of children's behaviour and of their work and plan very effectively to promote both. A small number of children in the class have significant difficulties in conforming to expected standards of behaviour. These children are managed very well, so that they cause minimal disruption to others' learning, whilst being supported positively themselves. Planning is good, and is based effectively on good day-to-day assessments of how pupils are progressing. The classroom is very well organised and staff provide interesting and stimulating experiences for children.
24. At both key stages teachers generally have a satisfactory knowledge and understanding of the subjects they teach. In maths, in particular, there is a high level of expertise in the school, and this strongly supports the good progress made in the subject.
25. The quality of teaching in English is sound overall, and sometimes good in Key One. Teaching is good in Key Stage Two. This represents maintenance of standards in Key Stage One from the last report, with an improvement in overall standards in Key Stage Two. The National Literacy Strategy has been introduced well into the life of the school. Teachers have good knowledge of the requirements of the literacy hour and plan detailed, interesting and relevant lessons. Assessment is used effectively to place pupils into attainment groups so that pupils in mixed-age classes receive appropriately challenging work. A key issue in the last report was to raise the levels of attainment of the more able pupils in English, and this is being achieved. Pupils are confident in offering their ideas during discussion because they know that their peers or their teacher will not ridicule incorrect answers. The use of marking as an assessment tool to offer focused advice on how to improve work is inconsistent. Where help is offered it tends to be directed at lower attaining pupils whereas higher attaining pupils are also capable of improving their work. Good use is made of homework and, although a few parents believed that too much was sometimes given, interviewed pupils thought that the allocated amounts were about right.

26. The quality of teaching in mathematics is good at each key stage, and is often very good, and only occasionally unsatisfactory. Teachers have generally sound subject knowledge, which they use well to develop pupils' understanding. Their knowledge of the National Numeracy Strategy is good, and their skills in implementing it are good. Planning is good, with learning objectives and assessment opportunities clearly identified. Tasks are usually well matched to the needs of pupils. The best lessons are characterised by a good pace, and challenging questioning to get pupils to think carefully about mathematical concepts. The occasional unsatisfactory lesson is caused by too slow a pace, and weak subject knowledge about the particular aspect of mathematics being taught.
27. The teaching of science is sound at Key Stage One, and is good overall at Key Stage Two. Teachers' planning is clear and it is usually clear what pupils are intended to learn, although different work for different groups of pupils is not always prepared. This is a particular issue at Key Stage One, where there is sometimes not enough challenge in the work done by higher attaining pupils. Teachers' subject knowledge is generally good, and they give pupils good opportunities to undertake practical work, as well as teaching them clearly about specific knowledge. However, sometimes teachers are insecure about aspects of science, particularly forces or electricity. In lessons where lack of understanding leads to confusion, this slows progress and results in otherwise very good lessons being only satisfactory. Teachers challenge pupils to think through and carefully explain their understanding and their ideas, and this supports good progress in many lessons.
28. The teaching of information technology (IT) is satisfactory. Teaching of specific lessons in IT is good, but insufficient use is made of IT to support work in other subjects, and teachers often lack confidence in how to do this more effectively.
29. Teachers have very good relationships with their pupils and manage them very well. Care is taken that all pupils are involved in lessons, which maintains their interest and supports good progress. Clear and useful classroom routines are established, which pupils understand and follow effectively. As a consequence, lessons are orderly, a purposeful working atmosphere is maintained, and little time is wasted. Teachers give clear explanations to their pupils and have good questioning skills. Teachers challenge pupils to think through their replies and to consider their answers carefully. This promotes good progress. Teachers value pupils' answers and this means that pupils are willing to volunteer suggestions, even if they are not sure they are correct. In better lessons, pupils are given clear criteria for success, and sessions at the end of lessons are used effectively to check progress against this. This gives useful feedback to pupils. There are examples of good written feedback given to pupils in their books, for example in science at Year 5, but this is not consistent across the school. The pace of lessons is generally good, and the best lessons have a well-judged, brisk pace which ensures that pupils' concentration and interest are sustained. Conversely, the occasional unsatisfactory lesson is characterised by too slow a pace, so that pupils' concentration wanes and progress suffers.
30. The deployment of extra adults is very good and they make particularly effective contributions to the learning of children under five, and to supporting the progress of pupils with special educational needs. The match of work to pupils' needs is generally good. However, sometimes work does not build as effectively on previous work as it might, because insufficient use is made of assessment data in planning work. The provision of work for pupils who struggle is very good, and careful monitoring of their progress and extra support often leads to their progress in lessons being good. The provision of more challenging work for higher attaining pupils is generally appropriate, and this is a significant improvement since the last inspection. Good examples of this were observed in English, history and mathematics lessons. Pupils with special educational needs are taught well, and work is based effectively on good quality individual education plans, which are written by class teachers in liaison with the special needs co-ordinator. Resources are prepared



and used well, and sound use is made of homework to support pupils' learning.

31. The quality of planning is good. In literacy and numeracy, good use is made of national advice, and weekly plans are coherent and provide for pupils to learn systematically. Planning generally shows what pupils are intended to learn, and in better lessons, particularly in English and maths, provides for different work for pupils who learn at different rates. Good use is made of ongoing, informal assessments of what pupils can do to modify lessons, provide extra help, or to direct pupils onto more challenging work. This ensures that pupils seldom work at a level at which they cannot cope, although occasionally the level of challenge is not high enough for the highest attaining pupils.
31. **The curriculum and assessment**
32. The curriculum provided for children under five is of good quality and supports the good progress which they make in the reception class. All areas of learning are covered in the thorough planning, although there are weaknesses in the provision for aspects of their physical development, because of a lack of equipment and space for energetic exercise, balancing and climbing. However, very good teaching and progress in physical education lessons in the hall go a good way to make up this gap. The curriculum to develop children's early phonic skills is particularly good, and gives them a very firm early grasp of phonics.
33. The curriculum in the statutory years of schooling is suitably broad. It includes all the subjects of the National Curriculum together with religious education. The curriculum is broadly balanced and overall meets statutory requirements. In the previous report a key issue was to raise attainment in design and technology in Key Stage Two and in information technology in both key stages. Design and technology is secure, and is good at Key Stage Two, and information technology has improved considerably, although there are still weaknesses in how IT is used to support other subjects.
34. The governors have decided not to produce a separate sex education policy but to present the aspects of sex education taught within the programme of science education. The governors have made a similar decision regarding an anti-drugs policy. The governors' policy is to teach health education through aspects of science and physical education. Personal and social education is covered well by the school and governors are considering widening the scope of this aspect. Provision is satisfactory overall.
35. The school has planned effectively for the introduction of both the literacy and numeracy strategies. Overall the curriculum provides effective support to promote pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. Whilst the curriculum provides effectively for continuity and progression of pupils' education as they travel through the school, Year 3 pupils in the mixed-age Years 2 and 3 class are sometimes following a Key Stage One programme. This most evident in history where their peers in a Years 3 and 4 class follow a Key Stage Two programme.
36. The curriculum provided for pupils with special educational needs is carefully and effectively planned in the manner stated in the last report. Individual Education Plans are of good quality, and are focused on individual needs. Members of the dedicated support staff aid pupils in achieving their targets. This support includes a certain amount of withdrawal from lessons but this is proving to be beneficial to their overall progress, as teachers work effectively to ensure that pupils receive extra support to help them catch up when they return to class. Pupils take part in the full range of activities experienced by their classmates and make good progress overall.
37. A key issue in the previous report was to continue to develop policies. Sound policies are now

available for all curriculum subjects and most aspects of school life, with the exceptions mentioned above. Generally sound schemes of work are also in place for all subjects of the curriculum although those for information technology, art, geography and history are in draft form and are still being evaluated. The staff development and the planning policies provide a useful framework for members to achieve guidance. These support the very good planning for the children under five and the good quality planning in the main school. Long-, medium- and short-term plans are in place. Medium-term planning covers half a term's work and is suitably detailed to include end of unit objectives and assessment opportunities. Good short-term plans are properly derived from the medium-term plans and include structured work for identified groups of pupils.

38. The range of extra-curricular activities made available to pupils is good. Members of staff give generously of their own time to support regular cultural and sports activities throughout the year. There is also provision for specialist music tuition by visiting teachers. A variety of visitors and visits, including a residential visit for Year 6 pupils, contribute to their general experiences and to raising their social skills to the present very good level.
39. A key issue in the last report was to continue to develop an assessment policy. This has been successfully achieved and a policy is in place that is clear about the assessment process and its use in planning. Procedures for the collection of relevant assessment data include the use of a nationally recognised baseline test; the administration of statutory tasks and tests at the end of each key stage and the use of optional tests. The analysis of test results is an area for development that has been identified by the school. There is no over-arching whole-school plan, for the introduction and progressive development of skills and concepts, which would inform teachers' planning and guide assessment opportunities. There are end of unit, half-termly assessments set by class teachers based on the work covered. This is good practice and the data recovered is to be used to inform the setting of individual targets for the next half term. The National Curriculum subject level descriptors are used to assess individual pupil progress in the foundation subjects. There is no portfolio of agreed annotated, levelled work against which teachers may check their assessments. However, there are occasional agreement-trial meetings and subject co-ordinators are available to help with decisions.
40. The use of assessment data to inform future planning has some strengths for children under five and for English, mathematics and science in the main school owing to the focused use of nationally provided guidance. It is unsatisfactory in other subjects where insufficient attention is given to planning learning objectives focused on the requirements of individuals and groups of pupils to make suitable progress. At a whole school level, not enough use is made of the assessment data which is available to address possible improvements to the curriculum.
41. There is a sound quality marking policy that makes clear the reasons for marking. Its use in the school, however, is inconsistent between teachers and within subjects. When applied well pupils know what they are required to do in order to improve their work, but too often marking consists only of a tick or an encouraging comment.
42. The quality and use of monitoring, as a focused means of assessment, is overall unsatisfactory. The school's development plan recognises the need for the development of this aspect of assessment. The headteacher scrutinises all teachers' planning and co-ordinators see planning for their subjects but there is no analysis of continuity and progression across the school or of age groups split between two classes. The headteacher and co-ordinators do not monitor classroom standards in teaching and learning against a set of agreed criteria.
43. The annual reports to parents are satisfactory overall and parents consider them to be detailed and informative. A comparative weakness in some reports is a lack of information on progress and

how pupils could improve their work. The best examples are of a good standard and should act as models for the school.

43.

**43. Pupils' spiritual, moral, social and cultural development**

44. Very good provision is made for pupils' spiritual development. The daily acts of collective worship, which fully meet the requirements, are a very important part of spiritual provision. Pupils are given regular, very good opportunities to engage in personal contemplation. They are encouraged to reflect upon the day that lies ahead, regarding their behaviour and their attitude towards their work. During collective worship, teachers, and occasionally the parish priest, share their own thoughts and feelings with the pupils. A wild-life area with seating accommodation and a pond, provides pupils with very good opportunities to quietly appreciate their natural environment. Displayed, written work of the oldest pupils, related to 'Nominations to be a Saint', identifies very good spiritual development.

45. Provision for pupils' moral development is very good. Pupils' behaviour and teacher-pupil relationships are very good. From their earliest days in school, the pupils are successfully taught the difference between right and wrong. They are made aware of, and abide by, the school rules. At the start of every school year, each class is led by its teacher to produce a code of conduct for that class's use. "Circle time" provides very good opportunities for discussions relating to moral issues. By the manner in which they listen to and respect the pupils in their care, teachers and support staff provide very good role models. Teachers encourage pupils, who do misbehave, to openly discuss their inappropriate behaviour. School assemblies provide very good encouragement for pupils to consider the effects of their actions on other people. The school has a very good system for rewarding good behaviour and work. There is strong parental support for the school's values and the very positive effects they have on their children.

46. Provision for pupils' social development is very good. The school provides a very happy, supporting and caring environment. There are many, very well planned opportunities for the pupils to work together. Pupils are given very good opportunities to participate in a wide variety of sporting activities. Older pupils are given very good opportunities to take responsibility and to support younger pupils, in many, varied ways. Pupils are encouraged to be aware of others less fortunate than themselves, by supporting a very wide range of local and national charities. Inter-school and in-school competitions, including friendly sporting fixtures, in one instance with a school from Scotland, provide very good opportunities for social development. The top junior pupils have the opportunity to experience a residential visit, for example to an IT and Activities Centre in Staffordshire, which strongly supports their social development.

47. Provision for pupils' cultural development is satisfactory. Pupils take part in a variety of events, such as the Fleetwood Arts and Musical Festival, which raise their awareness of local customs and traditions. Local visits make a positive contribution. For example, older pupils have visited the Nautical College in Fleetwood, junior pupils visited Wigan Pier and infant pupils visited Martin Mere. Pupils are involved in the local celebrations, such as "Rose Planting". Junior pupils have had the opportunity to listen to a Brass Band Recital and a story teller visited the school prior to World Book Day. The music scheme of work includes the study of modern pop music and school assemblies bring the music from western composers to pupils' attention. Although the pupils learn about Judaism in religious education, the school does not take good opportunities provided by other subjects to introduce multi-cultural aspects. For example, good opportunities are missed in geography to study the beliefs, customs and traditions of people in other countries. In this respect, pupils are not adequately prepared for life in a multi-cultural society.

47. **Support, guidance and pupils' welfare**

48. The school makes satisfactory provision for the effective support and guidance of pupils, and for supporting their welfare. Parents are happy with the helpfulness and care of staff. Relationships are of a very high quality, so that pupils readily seek advice or help. Teachers and other staff provide good role models. Teachers know their pupils well, and use this knowledge to provide sensitive support when it is needed. Pupils with special educational needs receive good, well focused support and children under five are given very effective help to settle into school.

49. There are satisfactory procedures for monitoring pupils' progress and personal development. Sound assessment systems are in place, and teachers monitor their pupils' personal development informally, but very effectively. Systems for monitoring and promoting good behaviour are very good. The reward systems are popular with the pupils and pupils help to develop suitable codes of conduct for each class. The consistent, whole-school approach to discipline is very effective. Bullying is rare and suitable procedures are in place to deal with any incidents which do occur. Pupils' attendance is monitored closely, and good attendance is promoted by sound systems.

50. Procedures for child protection are appropriate and the co-ordinator ensures that staff are all familiar with relevant policy and procedures. Governors have been effectively involved in the monitoring of health and safety and their expertise has been used well. However, written risk assessments are not maintained. The provision to promote pupils' safety is effective, although training in procedures for the storage of hazardous substances is lacking. There are several trained first-aiders on the staff and procedures for dealing with minor accidents and incidents are effective. Aspects of personal safety, health and hygiene often feature as aspects of the curriculum, for example in the recent "health week."

50. **Partnership with parents and the community**

51. The school has a good partnership with parents and with the community. Parents find the school approachable and welcoming. They are provided with good information about its daily life through regular newsletters and diaries of events. Good information is given about the curriculum through curriculum evenings, termly topics, and literacy and numeracy booklets. Reports to parents on their children's progress are detailed, personal and include targets for further development. However, they are inconsistent in indicating the progress made over the year, as opposed to outlining what pupils know and can do. The information provided for parents of children under five, and for the parents of pupils with special educational needs, is good.

52. Parents are regularly encouraged to help out in school, and where they do their help is usually effective because of clear guidance from teachers. Parents are given appropriate help to be involved in their children's learning through the clear homework policy and information about topics.

53. The school has a wide range of links with the community and these have a positive effect on pupils' learning. This is an improvement since the last inspection, as links are now more varied. Links with the parish are close and support pupils' development, for example through contributing to Mass in church on Sundays, and being prepared for the Sacrament of Reconciliation or for First Communion. Regular visits from the parish priest also contribute to pupils' learning. There are good links to support awareness of safety, through such people as the fire brigade and the community police. Links with commerce include a weekly banking facility. The home-school association raises funds to support the school and provides a variety of successful social events.

Coffee afternoons are organised, where pupils perform for parents and parishioners. The school supports a variety of charities locally and nationally. It also makes good use of local amenities to support the curriculum, such as visits to Heysham Power Station, Martin Mere and Wigan Pier.

53. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

53. **Leadership and management**

54. The overall quality of leadership and management is good. This has enabled the school to make good progress since the last inspection. All the key issues from the previous report have been addressed satisfactorily, and standards in mathematics have been raised. The quality of teaching has improved, and weaknesses identified in the teaching at the last inspection have been largely eliminated. The headteacher, ably assisted by the deputy, provides very clear direction to the work of the school, and colleagues work hard and effectively as a team to support him. This has contributed well to improvements; for example, the high standards in mathematics through consistent implementation of the national numeracy strategy, and the consistent approach to teaching, which is of good quality across the school. Governors play an appropriate role in the strategic management. Subject co-ordinators generally offer sound support to their colleagues, and some have made a major impact; for example the co-ordinator for design and technology has led her colleagues in improving progress at Key Stage Two, from unsatisfactory at the last report to the current good progress.

55. Overall, monitoring of the curriculum is unsatisfactory. The headteacher has undertaken some useful monitoring of teaching, partly informally and partly, with the deputy head, more formally in conjunction with national initiatives. However, most subject co-ordinators have not had the opportunity to monitor teaching or standards in the different classes in their subjects. Most co-ordinators monitor their colleagues' planning, but criteria are not clear, and results of monitoring are not recorded or used systematically. The work has not enabled co-ordinators to have a clear enough view of standards, and prevents them from using their expertise to best effect when supporting colleagues. Monitoring has not, for example, identified or addressed the different approaches to investigative work in science, or the different provision for history for pupils in Year Two who are in different classes.

56. Suitable arrangements are in place for governors to oversee the curriculum, and they are informed of developments through reports from the headteacher, occasional briefings from subject co-ordinators, and through scrutinising relevant policies. The governing body has a good grasp of the school's needs. It maintains an effective oversight of the school's finances through a committee, which receives monthly financial reports and is suitably involved in budget setting.

57. The management of special educational needs is good and supports good progress by the pupils involved. The co-ordinator for special educational needs has a good understanding of the needs of pupils and helps ensure that all staff receive appropriate training. Literacy is managed satisfactorily, and staff are implementing the national literacy strategy effectively throughout the school. The school has used the national numeracy strategy from an early stage. This has been managed well, and has supported the current high standards in mathematics at each key stage. The management of provision for the under-fives is very effective, supporting the consistently good progress which they make.

58. The school's development plan is of sound quality, and has improved since the last inspection, fulfilling a key issue of the last report. It gives a sound overview of areas for development, and has

accurately identified the main weaknesses that the school needs to address. Major costings are included, those having the main responsibility for each development are identified, and time scales are set out. However, targets for development are not sufficiently clear and detailed to serve as a basis for evaluation, and an evaluation of last year's targets is not included.

59. The school's aims and policies are generally reflected well in its work. Policies are now in place for all subject areas and for many other aspects of school life, and this represents good progress on a key issue from the last report. The school has a very positive ethos and pupils work hard to achieve high standards. Pupils are happy and develop very good relationships, and feel safe, secure and valued. Staff and pupils share a commitment to doing their best and to helping others. Statutory requirements are generally met, although there are minor omissions from the school prospectus, and in aspects of the teaching of the national curriculum.

59. **Staffing, accommodation and learning resources**

60. The school is adequately staffed by dedicated, hard-working teachers, who are appropriately experienced and qualified to teach children under five and the National Curriculum to pupils of statutory school age. They work very hard and form a very effective team. Well qualified assistants give very good support to teachers and to pupils with special educational needs. A good number of parents give willingly of their time, to fulfil a variety of roles and provide effective help for teachers. The very efficient school clerk provides very good administrative support to the headteacher and, well supported by the clerical assistant, contributes significantly to the smooth running of the school. The hard-working caretaker and his assistant, maintain the school to a high level of cleanliness. Lunchtime supervisory assistants provide good quality, caring assistance to pupils.

61. The school's arrangements for the professional development of its staff are good. Teachers are encouraged to attend courses and those who attend courses in their own subjects, provide relevant in-service for the rest of the staff. Training for the introduction of the Literacy Hour and the National Numeracy Strategy is effective. Staff development interviews are held regularly, when job descriptions and areas of responsibility are discussed. There are good induction procedures for newly-qualified teachers.

62. The accommodation is adequate to meet the needs of pupils and the curriculum generally. The school buildings are in a very good state of repair. The outside has recently been painted. Inside, the high quality of the accommodation provides a stimulating environment, to support the overall development of the pupils. Central resource areas are adequate in size. There is no grassed area but the good quality, hard surfaced areas are well marked, to support social play and the playing of organised team games. There is a large, wildlife area with a pond and good seating accommodation. It is used occasionally to support appropriate areas of the curriculum and as a supervised, social area during good weather. Its potential as a habitat for birds is underdeveloped. There is safe, outdoor play provision for the under fives. The library accommodation is small so this restricts its use for whole-class, library lessons. The area for the teaching of under fives is very restricted, and limits provision for their physical development.

63. Resources are adequate for most areas of the curriculum. They are of good quality and sufficient in number. Curriculum co-ordinators negotiate a budget allocation with the headteacher and have responsibility for any expenditure. Deficiencies in provision for design and technology, identified in the previous inspection, have been rectified. Resources for mathematics and physical education are good. There are some shortcomings in resources for information technology. The quality and number of books to support the Literacy Hour is very good. Each classroom has an appropriate

supply of easily accessed resources, to support a range of learning activities. Fiction and non-fiction books in the library are adequate in number and well organised, but there are no periodicals or comics to encourage pupils to use the library. There is no provision of large, outdoor, climbing apparatus for the under fives, and this restricts their curriculum.

**63. The efficiency of the school**

64. The school's development is well supported through good financial planning. The school development plan offers clear and costed priorities, for improving standards and provision. Spending is carefully supported by the governing body, which is involved on a regular, monthly basis, through its finance committee, in overseeing the budget. Recent targeting has been directed to improving the school's information technology capacity, ensuring quality resources for implementation of the Literacy Hour and the maintenance of staffing and support staffing levels. The efficient management of financial planning has a positive impact on standards within the school, and on the progress of pupils with special educational needs.
65. Teaching staff are well deployed so that good use is made of their experience and expertise. Good use is made of support staff throughout the school, to provide extra time and target those pupils who might not achieve appropriate standards of attainment. Learning resources throughout the school are generally adequate and used well. Good use is made of the available accommodation, including the resource areas and school play areas. This all contributes positively to pupils' progress.
66. Financial control and administration are good. There are effective administrative procedures to control and monitor income and expenditure. This is an improvement on the previous inspection when the issue of a reducing budget surplus was identified as a key issue. Financial control is well managed by the well-qualified school clerk and her assistant, which allows time for the headteacher to have a teaching commitment. The recommendations of the auditor's report have been implemented effectively.
67. In view of the very good attitudes, behaviour and personal development of the pupils and the good overall quality of education and teaching provided by the school, the school gives good value for money.

67. **PART B: CURRICULUM AREAS AND SUBJECTS**

67. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

68. Children are admitted to the school in the September of the year in which they will have their fifth birthday. At the time of the inspection, none of the children in the reception class was of statutory school age, and only a few had had their fifth birthday. Provision for children under five is good, and they make good progress in the different areas of learning. Children's attainment on entry to the school covers a wide range, and is usually broadly average. Baseline assessments undertaken by the school show that the attainment of the current reception class, although covering a wide range, is overall lower than average. Nonetheless, children are making good progress, and very good progress in some lessons, and the majority of them are on target to attain the desirable outcomes in the different areas of learning by the time they are five.
69. The teaching of children under five is very good. During the inspection, the quality of teaching in lessons observed was at least good, was usually very good, and was on one occasion excellent. The high quality teaching is firmly rooted in very good relationships, which all staff in the reception class establish with the children. This supports very secure, relaxed standards of discipline and contributes very effectively to children's progress. The teacher, nursery nurse, and other adults in the class work very effectively as a team. They share a very good understanding of how young children learn, and put this to good effect in their teaching. The initial teaching of literacy, and in particular of phonics, is very good. Staff have high expectations of children's behaviour and of their work and plan very effectively to promote both. A small number of children in the class have significant difficulties in conforming to expected standards of behaviour. These children are managed very well, so that they cause minimal disruption to others' learning, whilst being supported positively themselves. The classroom is well organised, and good use is made of time and resources. Assessment is of good quality. Effective use is made of standardised baseline assessment procedures, but staff also plan and record assessments of the progress children make on a day-to-day basis, and this information is used appropriately to plan future work.
70. Children's personal and social development progresses well, and they meet the desirable learning outcomes by the time they are five. Children quickly settle into school and accept and take part in regular routines, such as queuing to go outside, or sitting quietly and answering the register. They are happy in school and enjoy learning. They learn to play together effectively, and some show genuine collaboration in their play, for example in the home corner, or when building a zoo from a construction kit. Teaching is very good, and all staff know pupils very well and form very good relationships with them. Children quickly come to like and trust the adults they work with, and are eager to please them. The classroom is well organised, and pupils take advantage well of opportunities to work independently, showing good concentration for their age. When working on activities with an adult, they listen attentively and try hard to do what is required. They are keen to contribute ideas during class sessions. Those children who have acknowledged behavioural or social problems are managed very well by staff, so that they make appropriate progress, and do not disrupt the progress of other children.
71. Pupils make very good progress in their language and literacy. The level of attainment of the current reception class was low on entry to the school, but very good teaching is enabling them to make very good progress, and most are well on target to meet the desirable learning outcomes by the time they are five. They know simple story conventions and enjoy being read to. About half the class can recognise familiar words out of context, and most of the class has a good developing knowledge of initial letter sounds, linked to the "Letterland" scheme. They know most of the Letterland names of the letters, but not the conventional names. A few pupils find work with sounds very difficult, because they have poor powers of auditory discrimination. All adults work hard to develop speaking and listening skills, questioning children well about their work and play,



and organising and facilitating very effective role-play situations. Children are confident in contributing because they know their ideas are valued, and they start to listen to each other carefully, as well as to adults. Good progress in speaking and listening is also made in guided reading, when children are encouraged to think and talk about their books. The teaching of language and literacy is very good. The teacher has a very good understanding of how children learn to read and write, and organises a very effective and challenging series of activities to develop and consolidate their understanding. The whole class sessions, based on the national literacy strategy are very effective, and work done in groups is well planned, with different tasks carefully targeted on the different attainment levels of children, and supporting good progress in their understanding of reading and writing. Children are mostly at an early stage in writing, but most are starting to copy or trace their names recognisably, and are aware that people can communicate through writing. They enjoy making “lists” in pretend writing when working in the home corner. A few higher attaining children make recognisable attempts at writing their name independently. Great care is taken by staff to encourage children to hold the pencil correctly, and to form letters properly.

72. Very good progress is made in children’s mathematical development. Most of the class can count together to 10, and higher attaining children know that the next two numbers are 11 and 12. Expectations are very high, and good questioning ensures that children are working at a challenging but manageable level. In an excellent lesson observed during the inspection, children made very good progress in telling the time from a very low base, consolidating their early number skills as they went along. By the end of the lesson, even the lower attaining pupils could put the numbers in the correct order on a clock face with help. They were secure in ordering numbers to 7, but some became confused with 8 and 9. Higher attaining pupils were very secure in ordering numbers to 12, and could identify “o’clock” times accurately on an analogue clock. Very good use is made of a range of resources, and the staff work as a very effective team to monitor children’s progress during the lesson, so that any mistakes or misconceptions are quickly identified and addressed. This strongly supports the very good progress which children make.
73. Children make good progress in their knowledge and understanding of the world, because of the good teaching they receive. They learn to use simple programs on the computer, and are developing facility in using the “mouse” and some of the keys of the keyboard. They can select a “stamp” on an art program, and place it with reasonable accuracy in a given sector of the screen. Children have good opportunities to use a listening centre to help them follow familiar books. For example, two pupils showed good concentration in listening to a tape of a Letterland book, concentrating well, and turning over the pages at appropriate points. Teaching children about the computer is well organised, and they are given specific instructions about how to use programs, as well as appropriate opportunities to practise their skills. They learn about floating and sinking, and made good progress in a lesson observed, predicting what would happen, observing carefully under the guidance of staff, and recording their results graphically with adult help. They use construction toys with confidence, and have suitable opportunities to act out everyday situations in the home corner, using the telephone, for example, or doing the washing up.
74. Children make good progress in their physical development. They have many opportunities to use pencils, scissors and glue which develop their fine motor control well. They are improving their dexterity in using a pencil, because of well-planned opportunities for practice, and careful teaching of how the pencil should be held. The opportunities they have to use construction kits, jigsaws, the computer and a variety of other activities all contribute to their skills. In physical education lessons in the hall, children make very good progress because of their very positive attitudes, and very good teaching which takes good account of safety issues, and well prepared activities and very clear instructions. In a lesson observed during the inspection, children made significant improvements in their ability to balance and to climb on apparatus confidently, whilst developing their social skills well in sharing and taking turns. However, opportunities for children to make similar progress on a frequent basis are not available, as the reception class has no dedicated area

or equipment for children to develop their balancing, climbing and confidence in movement, on a daily basis.

75. Children's progress in their creative development is good. They start to use musical instruments with confidence and enthusiastically, while treating equipment with due care and sharing together amicably. The teacher maintains very good order in such lessons, based on careful routines and very positive relationships. Children are motivated well by the good range of interesting activities given to them, and very good questioning skills to develop children's ideas. Very good support is given in such lessons by all adults in the class, to ensure that all children are fully involved. When listening to a tape, during the inspection, children developed well their understanding of simple musical ideas, such as quick and slow, or noisy and quiet. Children have good opportunities to make patterns and pictures, and to explore a range of materials. Lessons are planned well to develop children's skills systematically, for example children practised weaving with paper strips, as a prelude to weaving with cloth strips at a later stage. Good clear instructions, careful supervision by adults, and the ready availability of a range of materials all help support good progress.

75. **ENGLISH, MATHEMATICS AND SCIENCE**

75. **English**

76. Overall pupils make sound progress and standards at the end of each key stage are average.

77. The end of Key Stage One statutory tests administered in 1998 showed that pupils' attainment was above the national average in both reading and writing at the expected level 2 and above. In reading attainment was well above the national average at the higher level 3, but attainment was below average in writing. These results show an overall improvement since the last inspection when attainment in English was stated to be 'at least satisfactory'. In comparison with pupils in similar schools pupils' attainment in both reading and writing is above average. Over the three years between 1996 and 1998 attainment has fluctuated in both reading and writing, but has remained close to the national average.

78. In Key Stage Two in 1998 pupils' attainment in English was close to the national average both at the expected level 4 and the higher level 5. This represents the maintenance of the attainment that was reported following the previous inspection. Pupils' results are close to the average attainment of pupils from similar schools. Over the three years between 1996 and 1998 pupils' attainment has been close to the national average. At Key Stage Two the performance of girls is slightly above that of boys.

79. In the most recent, 1999, tests at Key Stage One pupils' results in both reading and writing were below the national average for the expected Level 2 and also the higher Level 3. This fall in standards was due to the higher than average percentage of pupils with special educational needs and lower attaining pupils in the year group. The results for Key Stage Two at the expected Level 4 were above the national average, an improvement over 1998. However, the percentage of pupils attaining the higher Level 5 fell by almost fifty percent. Evidence from the inspection suggests that the overall percentage of Key Stage One pupils achieving the expected Level 2 in 2000 will return to the school's average. In Key Stage Two evidence suggests that the percentage of pupils likely to achieve Level 5 will surpass the 1999 figure.

80. Pupils enter the school with standards that are broadly those expected nationally, having made

good progress in the Reception class. By the end of Key Stage 1 standards are at the expected National average in reading and near the National average in writing. Pupils continue to make satisfactory progress so that by the end of Key Stage 2 the majority attain broadly sound standards. This is similar to the standards reported following the previous inspection and shows an overall maintenance of standards since 1996.

81. The majority of pupils enter the main school with satisfactory speech and vocabulary both of which have been successfully developed in the Reception class. Pupils have learned to listen attentively so that in both speaking and listening their skills are broadly average. They make good progress in both key stages owing to the good quality of teachers' questioning skills in all curriculum subjects and during "Circle Time", which encourages and allows pupils to speak at length. Higher attaining pupils in both key stages achieve standards that are above the expected average. This represents an improvement since the last inspection when there were few opportunities to practise speaking and listening skills. By the end of Key Stage One, pupils listen attentively and quietly to their teachers both in lessons and during daily acts of worship and prayers. Whilst a few pupils still shout out during lessons the majority have begun to appreciate the convention of waiting for their turn to speak. From this time onwards pupils display the ability and willingness to accept invitations to respond to open questions and to offer their own points of view. Older pupils at Key Stage Two collaborate effectively in discussions and express themselves clearly. During conversations older pupils show that they understand that language patterns used in the playground have to be modified for more formal speech.
82. Progress in reading in both key stages is sound. At the end of Key Stage One most pupils attain standards that are close to the national average. In both classes there are pupils who are above this level. In Year 1 pupils listen with pleasure to the shared text and enjoy the reading element of the literacy hour. Higher attaining and most average pupils are able to use the contents and index pages of a book. They can name the author and illustrator and say what they think the book is about from the illustrations. There is good progress in the acquisition and use of higher order reading skills so that by Year 6 average pupils can skim and scan for key words and information and retrieve fiction books from library shelves. Higher attaining pupils in both Years 5 and 6 are able to find non-fiction books on a given topic. Although pupils are able to explain how punctuation should effect the reading of the text few read with good expression. The range of reading materials available to pupils is broadly satisfactory but, although pupils in Year 5 used newspapers and commercial fact sheets effectively in a geography lesson, pupils have limited access to newspapers and magazines to raise their awareness of writing available to a wider range of audiences.
83. Progress in writing is satisfactory in both key stages with a few pupils in each class attaining standards which are above average. This was broadly the standard stated in the last report. Many pupils enter the Reception class with little idea that the printed word can convey meaning or able to make controlled marks on paper. They make good progress and enter Year 1 at broadly average levels. The last report stated that handwriting was a strength; this remains the case. Pupils learn a joined cursive script as soon as they are ready. Handwriting books are used throughout the school and teachers have suitably high expectations of steady improvement.
84. By the end of Key Stage 1 most pupils write in sentences that begin with a capital letter and end with a full stop. Many use punctuation marks, notably inverted commas, exclamation and question marks, that they have met during the literacy hour. Higher attaining pupils use capital letters for proper nouns; can sustain a sequence in story writing and begin to consider more interesting words to use. Overall the spelling of commonly used words is weak in pupils' writing but better in spelling tests. Where misspelling occurs there is usually a phonic justification.
85. In Key Stage 2 steady progress continues and in Year 3 pupils use adjectives and adverbs to bring

additional interest to their writing. In Year 4 paragraphs begin to be used with increasing accuracy. The use of thesauri increases the use of imaginative use of words and phrases. By Year 6 higher attaining pupils have experienced a good range of writing genres, both during the literacy hour and extended writing sessions and across the curriculum. The dominant writing forms are descriptive, imaginative and reported writing, but practice is also given in script writing, note taking, poetry and letter writing. The use of the apostrophe to show possession and to shorten words is usually accurate.

86. Throughout the school insufficient use is made of information technology to draft and edit on screen. Where pupils have word-processed final drafts the standard is generally good. The presentation of most work is at least satisfactory and often good, especially when written in a well-formed cursive hand. Progress and overall presentation is supported in some classes by marking that gives information on how work may be improved.
87. During the inspection pupils' response to English was good in both key stages. They listen attentively during the shared text sessions of the literacy hour and are always willing, often eager, to offer their own thoughts on the text. In group work they co-operate in sharing and distributing materials and, when opportunities occur, they collaborate effectively. In all classes relationships are very good both between pupils and with adults. They behave well at all times and, when shouting out does occur, it is due more to enthusiasm than willful flouting of class rules. Pupils of all ages volunteer to undertake routine jobs and, thereby, contribute to their own personal development.
88. The quality of teaching is sound and sometimes good in Key Stage One, and good in Key Stage Two. This represents maintenance of standards in Key Stage One from the last report, with an improvement in overall standards in Key Stage Two. The National Literacy Strategy has been introduced well into the life of the school. Teachers have good knowledge of the requirements of the literacy hour and plan detailed, interesting and relevant lessons. A group of interviewed Year 6 pupils stated that English was an interesting and challenging subject. Assessment is used effectively to place pupils into attainment groups so that pupils in mixed-age classes receive appropriately challenging work. A key issue in the last report was to raise the levels of attainment of the more able pupils in English this is being achieved. In all classrooms teachers have created a friendly working atmosphere where very good relationships flourish which ensures that pupils have good, positive attitudes to the work. Pupils are confident in offering their ideas during discussion because they know that their peers or their teacher will not ridicule incorrect answers. The management of pupils is very good and classroom assistants are well deployed to ensure that pupils with special educational needs make good overall progress. Pupils' written work is marked regularly and they receive encouraging comments. The use of marking as an assessment tool to offer focused advice on how to improve work is inconsistent. Where help is offered it tends to be directed at lower attaining pupils whereas higher attaining pupils are also capable of improving their work. Good use is made of homework and, although a few parents believed that too much was sometimes given, interviewed pupils thought that the allocated amounts were about right.
89. The introduction of the National Literacy Strategy has been accomplished successfully in both key stages. All members of staff have attended relevant courses and there are regular reviews of progress. The school follows the guidance produced by the Local Education Authority and this assures adherence with the national requirements and provides a framework to support teachers' planning and teaching in all year groups. There is good practice followed in planning for lesson objectives which aid assessment procedures and subsequent planning. English is used effectively across the curriculum as speaking and listening and reading – often with good opportunities to practise higher order reading skills in history and geography. However, the less than average time allocations afforded to some foundation subjects has restricted the amount of writing possible.

90. The co-ordinator has access to teachers' planning and to pupils' work but this is not sufficient to give a clear understanding of provision in the different classes. There is no time allocated to enable the monitoring of standards of teaching and learning throughout the school. This is a weakness. It means that continuity and progress in all aspects of English is not being evaluated effectively. This also means that areas for improvement are not always identified and this limits the ability of the school to raise standards.

90. **Mathematics**

91. Overall progress is good, and pupils generally attain standards which are higher than average at the end of each key stage.

92. At Key Stage One, the results of National Curriculum Tests and teacher assessments indicate that for the three year period up to 1998, the performance of pupils was above the national average. The results of the 1998 tests show that the performance of pupils was still above the national average and was well above average in comparison with similar schools. Inspection indicates that both attainment and progress are good. This is in line with the previous inspection when attainment exceeded national expectations. At Key Stage Two, the results of National Curriculum Tests show that for the three year period up to 1998, the performance of pupils was close to the national average. The results of the 1998 tests show that the performance of pupils was well above the national average and well above average in comparison with similar schools. Inspection indicates that both attainment and progress are good. Attainment levels have risen since the previous inspection, when they were in line with national expectations. At both key stages, results of the 1999 National Curriculum Tests were average. Records show that there was an unusually large number of lower attaining pupils in both cohorts. Despite the anomaly of last year's results, evidence is clear that progress across each key stage is good, and usually pupils attain high standards at the end of each key stage. The current pupils in Years 2 and 6 are making good progress, and at their current rate of learning will exceed national averages by the end of the school year. The school has implemented the numeracy strategy well and this is having a positive effect on pupils' progress. Pupils with special educational needs make good progress. The progress of initially high attaining pupils is satisfactory.

93. By the end of Key Stage 1, pupils have a good understanding of number and use this well to solve problems. They classify two and three-dimensional shapes and estimate, then measure accurately, using non-standard and standard measures. They collect data and present the information effectively in pictographs and bar charts, which they interpret accurately. By the end of Key Stage 2, pupils have a good understanding of place value and use the four operations of number to two decimal places. They understand the relationship between fractions, decimal fractions and percentages and use this knowledge well to solve problems. They have a very good knowledge of symmetry and make nets and three dimensional models accurately. They have good understanding of co-ordinates in four quadrants. They use their knowledge of geometry well to produce accurate pie charts and can construct and interpret a good range of graphical representations. Their understanding of the concept of probability is well developed. At both key stages, pupils' ability to solve problems across the attainment targets is good.

94. Pupils respond well in mathematics lessons. During the inspection, their response was always at least satisfactory, usually good and occasionally very good. The pupils are keen to learn and their very good behaviour and positive attitudes make a significant contribution to their good progress. They enjoy mathematics and are always eager to succeed. They collaborate well, in pairs or in groups, and are sensitive to the needs of others.

95. The quality of teaching is good at each key stage, and is often very good, and only occasionally

unsatisfactory. Relationships between teachers and pupils are very good and this has a positive effect on learning. Teachers have generally sound subject knowledge, which they use well to develop pupils' understanding. Their knowledge of the National Numeracy Strategy is good, and their skills in implementing it are good. Planning is good, with learning objectives and assessment opportunities clearly identified. Tasks are usually well matched to the needs of pupils. Information technology is insufficiently used to support pupils' learning and to develop their technical skills. The best lessons are characterised by a good pace, and challenging questioning to get pupils to think carefully about mathematical concepts. The occasional unsatisfactory lesson is caused by too slow a pace, and weak subject knowledge about the particular aspect of mathematics being taught.

96. The curriculum is broad and balanced and meets statutory requirements. The subject co-ordinator is very supportive of the subject and its teachers. There is a satisfactory policy and the scheme of work is well linked to the National Numeracy guidelines. Satisfactory assessment procedures are in place, but outcomes are not sufficiently monitored to inform planning. Easily accessed resources, to support teaching and learning, are sufficient and of good quality. An appropriate amount of homework is undertaken, but the purpose of task set, is not always to consolidate knowledge gained in a particular, day's lesson.

96. **Science**

97. Pupils make satisfactory progress and attain average standards at the end of each key stage.

98. At the end of Key Stage One, in 1999, the number of pupils who gained the expected Level 2 in national assessments was broadly average, and has been so for several years, with the fluctuations to be expected with relatively small cohorts. However, no pupils gained the higher Level 3 in either 1999 or 1998, which is well below average for all schools and for similar schools. Evidence from the scrutiny of work and from lesson observations shows that most pupils attain the national expectation by the end of Key Stage One, but that very little work is done to enable them to achieve above this level. Standards are sound overall, and pupils make satisfactory progress. In Year 1, pupils are beginning to understand that a test must be fair, although they find it difficult to observe accurately or record their results reliably. They can use their knowledge of everyday life to make predictions, for example, which of a number of materials will be waterproof. Pupils in Year 2 improve their understanding of fair testing, and can give examples of how a test might be unfair, for instance by pushing a model vehicle down a slope when testing which is the best. They know that pushes and pulls are forces, but are unable to relate their work on testing cars to the force of gravity.

99. At the end of Key Stage Two, in both 1998 and 1999, the results of national assessments were average in terms of all schools, and below average in terms of similar schools. Over several years, scores have been broadly average, although with minor fluctuations from year to year, as is to be expected with a cohort of less than 30 pupils. In 1998, no pupils attained the higher Level 5, but a high number of pupils gained the expected Level 4. In 1999, the number gaining level 4 or above was slightly below average, but an average number gained level 5. This corresponded with a more than average number of pupils who had special needs. Pupils' work this year confirms that standards are broadly average, with most pupils attaining the national expectation by the end of the key stage, and a significant minority on line to exceed this level. Progress overall is satisfactory, although it varies between classes in the progress made in pupils' practical and investigative skills. In many individual lessons progress is good, but the overall effect of different approaches to investigative work means that progress over time is only satisfactory.

100. Pupils in Year 3 have consolidated their understanding of a fair test. They can sort and order rocks

in terms of their size or colour, and give sound reasons to justify their decisions. They use simple equipment appropriately, and observe accurately. In Year 4, pupils can express their own ideas about experiments and higher attainers suggest appropriate equipment. For example, pupils were clear that a garden sieve would be ineffective for separating sand and water, and some suggested straining the mixture through cloth. Pupils use scientific terms such as “filter” and “dissolve” accurately. Pupils in Year 5 have a good understanding of evaporation, and of the use of a thermometer. They clarify their understanding of a fair test, and in a lesson observed made very good progress in their understanding of how to design a fair test themselves. In Year 6, pupils have a secure understanding of forces, and start to understand the idea of a balance of forces, but they easily become confused in all but the simplest examples, although higher attainers offer good explanations of how two unequal weights can be balanced on a see-saw. Their understanding of a fair test is secure when taken in the context of a concrete example, for example in devising ways of seeing which of several containers is the most stable.

101. Overall, since the last report, standards have risen, paralleling national trends, and in particular the number of higher attaining pupils gaining above the expected level, by the end of the school, has increased. This addresses a key issue of the last report, although there are still weaknesses in this aspect of provision at Key Stage One. Since the last inspection, pupils now have much better opportunities to undertake practical work. However, the way practical work is tackled varies from class to class, and pupils’ skills are not systematically enough developed through the school. At the end of Key Stage Two, for example, pupils still often perform experiments devised by the teacher, although in Year 4 they already plan aspects of experiments themselves. The use of pupils’ literacy skills is uneven. In some classes, pupils write at length to report on their practical work, which gives them the opportunity to clarify their ideas, as well as showing the teacher their level of understanding. For older pupils, too often written notes are given by the teacher, and pupils lack these opportunities.
102. Pupils’ response to their lessons is good at Key Stage One, and very good at Key Stage Two. At Key Stage One, pupils generally behave well, enjoy their work and work together effectively when required. They sustain concentration well and show interest in what they are doing, although occasionally some show lack of concentration when not actively involved in what is happening. At Key Stage Two pupils’ behaviour continues to be good, and older pupils in particular respond very positively to their lessons, with very good behaviour and high levels of interest. Pupils respond positively to challenge, and show persistence in the face of difficulties. They are very willing to contribute to discussions, and collaborate effectively in groups, for example when pupils in Year 5 worked together to set up an investigation into evaporation. They listen well to the teacher and to each other’s ideas, responding thoughtfully. Pupils’ response contributes effectively to the good progress which they make in lessons.
103. The teaching of science is sound at Key Stage One, with some good features, and is good overall at Key Stage Two, varying from satisfactory to very good. At both key stages relationships are very good, and this supports very secure discipline. Classroom organisation is good and lessons are prepared carefully and resources used effectively. Teachers’ planning is clear and it is usually clear what pupils are intended to learn, although different work for different groups of pupils is not always prepared. This is a particular issue at Key Stage One, where there is sometimes not enough challenge in the work done by higher attaining pupils. Teachers’ subject knowledge is generally good, and they give pupils good opportunities to undertake practical work, as well as teaching them clearly about specific knowledge. However, sometimes teachers are insecure about aspects of science, particularly forces or electricity. For example, in notes which have been marked correct, some older pupils have written about a bulb being “powered” by a switch, or have labelled “mass” as a force in diagrams. In lessons where lack of understanding leads to confusion, this slows progress and results in otherwise very good lessons being only satisfactory. Teachers challenge pupils to think through and carefully explain their understanding and their ideas. This was exemplified in a lesson to Year 5 pupils, where they made very good progress in their understanding of a fair test, because of a high level of expectation. Questioning was very

challenging, and there was excellent use of the final plenary session to consolidate learning by using pupils' own ideas for investigations.

104. The curriculum is generally broad and balanced although there are inconsistencies in the use of practical work across the different teaching groups. The use of pupils' writing skills also varies between different age groups. Numeracy skills are used satisfactorily, but little use is made of pupils' skills in information technology to support their learning. The school makes effective use of national guidelines for the subject to ensure full coverage of the national curriculum programmes of study. The use of the headteacher to make an extra class, enabling the subject to be taught to separate year groups has been effective in supporting systematic coverage. Good work has been done on giving teachers clear guidelines on what to teach, and the use of practical work has improved considerably since the last inspection. The co-ordinator monitors planning, but little time has been spent on monitoring pupils' work in a systematic way, and some anomalies have not been identified. For example, the different uses made of pupils' literacy skills in different age groups has not been picked up. The different formats which teachers use to get pupils to record their work makes monitoring more difficult. The school has a sound assessment system to check pupils' progress in what they have been taught, and undertakes statutory assessments satisfactorily. However, insufficient use is made of the results of these assessments to analyse and modify the curriculum. For example, the different scores in different aspects of science at the end of Key Stage One have not been addressed, nor has any systematic analysis been done of test papers at the end of Key Stage Two. Resources are sound and are used well.

104. **OTHER SUBJECTS OR COURSES**

104. **Art**

105. The last report stated that pupils' attainment in art was in line with national expectations and that progress was sound. No art lessons in the main school were observed during the inspection. Inspection of displayed work, photographs of previously accomplished work, inspection of sketchbooks in Key Stage Two and conversations held with pupils show that progress remains sound.
106. Pupils enter the Reception class with little ability in making controlled marks or in cutting, placing and sticking with accuracy. By the time they enter Key Stage One they have attained satisfactory skills using a range of two- and three- dimensional media – including a simple information technology program.
107. In Key Stage One, pupils mix primary colours that are modified to tones and shades. They draw figures and portraits with confident use of line. Art is used across the curriculum to sound effect. For example, when pupils record old toys in a history lesson. In Key Stage Two, pupils' drawing and painting skills develop further with observational drawings in science sometimes of good quality. Records of previous years' work show use of a range of three-dimensional media including clay. By the end of the key stage pupils have studied the works of a range of painters. For example, pupils in Year 6 produced works in the style of Kandinsky using paper montage, pastel paint and a suitable computer program. Their paintings produced from sketches of the Lake District display a developing knowledge of perspective, and of colour mixing, to provide atmosphere, and of good use of textures.
108. Pupils claim an enjoyment of art and are pleased to show their own work and to point out what they like about the work of others. They recognise that their work can be improved and enjoy



seeing their work displayed. No judgement can be made about the quality of teaching because no lessons were seen during the inspection.

109. There is a useful policy in place that is clear about the school's positive attitude to the subject both as a valid course of study and as support to enhance other subjects. This was observed during the inspection when pupils in Year 3 produced Egyptian replica artefacts in a history lesson. The scheme of work is in draft form but covers the general requirements of the programmes of study. It does not give sufficient support to pupils' cultural understanding, as it includes few studies of artists other than painters or of the arts of non-western European cultures. There is no checklist for the development of skills in the use of different media, to give guidance for teachers' planning and assessment. Resources are adequate for the courses of study presently in the school, are of satisfactory quality, and are easily accessible. The development of three-dimensional work, as outlined in the draft scheme of work, will require additions to be made to the useful inventory of resources. The introduction of sketchbooks in Key Stage Two since the last inspection offers opportunities to teachers to use them as insights into pupils' interests and as assessments of pupils' developing techniques.

109. **Design and Technology**

110. Pupils make sound progress at Key Stage One, and good progress at Key Stage Two. Generally standards are similar to those found nationally at Key Stage One, and are better than are usually found at Key Stage Two. This is a significant improvement since the last inspection, when standards were weak at Key Stage Two.
111. During the inspection, no lessons were observed at Key Stage One, but teachers' planning and examples of pupils' work suggest that standards are sound. Examination of work from last year confirms this. For example, pupils in Years 1 and 2 designed and made fruit salads to a satisfactory standard. Older pupils at Key Stage One write simple evaluations of their work, and say how they might be improved. Teachers' planning shows a suitable programme of work during the year, which could support sound standards in a range of aspects of the subject. At the end of Key Stage One and the start of Key Stage Two, pupils make vehicles based on simple labelled designs. Older pupils, in Years 3 and 4, make a variety of interesting models of playground items, using different materials. Pupils in the Year 4/5 class design and make belt-bags, and older pupils make desk lamps, after careful planning based on looking at existing models. They evaluate their work effectively.
112. In lessons observed during the inspection pupils made good progress, and very good progress at the end of Key Stage Two. In a lesson with Years 4 and 5, pupils made good progress when designing pop-up and other cards with moving parts. They showed a good understanding of the design and evaluation process, and selected materials with due attention to their function. They were able to assess their own and each other's work, and suggest ways in which it might be improved. Pupils in Year 6 are making very good progress in their project to design a pair of slippers for a specific child. They have a good understanding of the design process, having successfully analysed existing designs, discussed preferences with potential users in another class, and having practised the skills required, such as cutting out paper patterns. They produce their own designs using their understanding of a familiar product, and change and improve their designs by evaluating their work as they progress. In the lesson observed they made very good progress, showing a good understanding of the limitations of the materials used, and very good progress in understanding technical points, such as the need to allow more room for comfort, and the need for extra allowance of materials for seams.
113. Pupils have positive attitudes to their work. They behave very well, and work together effectively.

They are interested in their work, show great concentration, and demonstrate initiative where appropriate. They think through their ideas carefully, and consider the effects of their design decisions. They listen attentively to the teacher and to each other, and ask sensible questions based on careful thought.

114. There was insufficient evidence to make a secure judgement about teaching at Key Stage One. Teaching is good at Key Stage Two. Subject knowledge is good and planning is clear. Teachers plan series of lessons that systematically build up pupils' knowledge, skills and understanding, within the context of meaningful, substantial projects. Very good relationships are established, and this supports very secure, relaxed standards of discipline. Teachers give very clear instructions and lessons have a good pace. Good use is made of extra adults to support pupils who need help and to ensure safety standards. Good opportunities are given for collaborative work.
115. The curriculum is broad and balanced and is based on an appropriate scheme of work which ensures that projects undertaken are substantial and develop pupils' learning systematically. The co-ordinator provides good leadership and, supported effectively by her colleagues, has helped raised standards since the last inspection. Resources are sound, and are generally used well, although some staff lack knowledge of the range and possibilities of some tools.
115. **Geography**
116. The last report stated that standards and progress were good in Key Stage One and sound in Key Stage Two. During the inspection only one lesson was observed in each key stage owing the alternating programmes of study with history. In order to gain additional information pupils' books were scrutinised and a group of pupils were interviewed. In both key stages pupils made overall satisfactory progress in the limited time available for the subject over each year.
117. In Key Stage One, Year 1 pupils understand simple directional language, some know the names of the four major compass points and recognise and can name basic physical features in a landscape. In Year 2 they can state the similarities and differences between a map and a globe of the world. They can recognise and point out oceans and rivers on a physical map. Higher attaining pupils name the three countries that make up mainland Britain and know that Fleetwood is in Lancashire. They give accurate two-figure co-ordinates for features on a treasure map.
118. In Key Stage Two, pupils in Year 3 have produced detailed sketch maps giving accurate directions from the school to the swimming baths, from observational notes taken whilst undertaking the journey. Year 5 pupils, who were studying a topic on water, had sound location knowledge of the places included in the study. Higher attaining pupils can relate diagrammatic representations of those places to an Ordnance Survey map. They assembled information from newspaper articles; by following instructions accurately they presented their findings as a flow diagram. Pupils interviewed from Year 6 had satisfactory knowledge of river features and were able to give reasons for why towns are located on rivers at particular points. They had sound knowledge of the names and positions of continents and the climatic conditions of some of them. They can describe a range of Ordnance Survey symbols and describe their use on a map and locate positions using four-figure co-ordinates.
119. In the lessons seen pupils' responses to the subject were good. They were eager to offer their own ideas and suggestions although, at Key Stage One, pupils' enthusiasm sometimes resulted in shouting out answers. They display good co-operative attitudes within good overall classroom relationships. Pupils are pleased to talk about their work and take pride in being able to use correct terminology.

120. In the two lessons seen the quality of the teaching was good. This maintains the standards reported previously. Questioning was used carefully to encourage pupils to say what they knew or believed. Resources were prepared and readily to hand to retain the lesson flow. The lesson content and tasks challenged pupils appropriately with a sustained pace keeping them on task. In Key Stage One the classroom assistant was deployed effectively to support pupils with special educational needs, enabling them to make suitable progress.
121. A good policy document is now in place that gives guidance to teachers in their planning. The last report stated that there was then no scheme of work. This situation has been improved to the extent that an outline scheme is in place that includes a two-year rolling programme of topics that ensures that pupils in the mixed-age classes do not repeat work. There is good practice in using the local environment of the school for field studies and to provide the basis for comparative studies. There is presently no programme for the introduction and phased development of key skills and concepts as pupils move through the school and to aid teachers' assessment of progress.
122. Assessment does take place as pupils are tested at the end of each half term's unit of work to record what they know, understand and can do. The monitoring of teaching and learning is unsatisfactory and this results in a lack of secure knowledge of how the curriculum is being delivered and of what developments are required to improve standards.
123. The last report identified that there were insufficient globes and atlases in the school. This deficiency has been successfully addressed. However, there is an inadequate range of maps to enable pupils to use and understand their various uses in specific situations. Good use is made of the library service loan materials to supplement the books available in the school's library. Literary skills are used effectively, as was evident in the use of newspaper articles and fact sheets to support research into water supplies. Numeracy skills are used effectively, for example in Years 2 and 6 when pupils used two- and four-figure co-ordinates to pinpoint locations on maps.
123. **History**
124. The last report stated that pupils' attainment was in line with national expectations and that progress was appropriate at both key stages. However, continuity and progression was not secure in the key element skills.
125. During the inspection only three lessons were observed, one in Key Stage One and two in Key Stage Two. In these lessons key element skills, and concepts, were well to the fore. Inspection of teachers' planning, scrutiny of pupils books and interviews and informal conversations with pupils show clearly that by the end of Key Stage Two pupils' knowledge and use of the key elements is at least sound. Overall pupils' progress in both key stages is satisfactory. In both key stages pupils provide better evidence orally than they do in their writing. This is, in part, due to the less than average time devoted to the study of history throughout the school year.
126. In Key Stage One, pupils can recognise which of a pair of similar toys is new and which is old. They give reasons for their answers based on appearance, style and materials; for example, an iron Victorian hoop and a yellow plastic hoop. They are keen and able to demonstrate differences in how toys were used at different times. Pupils in Year 2, who have studied characters from the past, use the past tense when telling their stories and offer opinions about whether their actions were good or evil.

127. In Key Stage Two, Year 3 pupils had used reference materials to study the burial customs of Ancient Egyptians. Using the contents and index pages of books, skills learned in the literacy hour sessions, they were able to describe the different death customs of the rich and of the poor. Year 6 pupils used a range of reference, observation and deductive skills to place given artefacts, books, photographs and other paper-based materials into historic periods or decades since 1930. They have sound chronological knowledge, can name historical figures and events from the periods studied using accurate language and vocabulary.
128. Pupils' response to history is good and often very good. In conversation they describe history as a favoured subject; in class they concentrate well, display good co-operation and collaboration when considering artefacts and show pleasure in arriving at a correct solution to a problem.
129. The quality of teaching observed during the inspection was at least satisfactory with good teaching seen in both key stages. Teachers have sound subject knowledge and use the ideas of similarity and difference and change over time appropriately. Tasks tend to be aimed at the class as a whole, and whilst this challenges lower ability pupils - who also receive support - higher attaining pupils do not always benefit from planned extension tasks. This means that while most pupils attain sound standards, potentially higher attainers do not exceed the level of their classmates.
130. Contact time overall is low and allows only half an hour a week over the year. By presenting history in half-term units an hour a week is made available but this is still insufficient for pupils to record their studies adequately. There is a rolling two-year programme for each mixed-age class that ensures that the pupils do not repeat units of work. However, there is no clear provision to ensure that pupils who remain in the class do not study a new unit at the same conceptual and skills level for a second year. Year 3 pupils in the mixed-age class with Key Stage One pupils are following the Key Stage One syllabus whilst their peers within a Year 3 and 4 class are properly studying a Key Stage Two history unit. This disparity is unsatisfactory.
131. The last report stated that a policy was being developed but that there was no scheme of work. Improvements have been made. The new policy is of good quality and a sound outline draft scheme is in place. Resources are satisfactory overall but insufficient use is made of information technology to further extend pupils' reference skills. Good use is made of topic loans from the library service and of artefact loans.
132. The co-ordinator does not receive time to monitor classroom practices to ensure progress and continuity across and between key stages. This is unsatisfactory. Speaking and listening skills and the use of reference skills are developed appropriately through history but writing is not so well represented. Numeracy skills are used both to determine dates and to access time lines.
132. **Information Technology**
133. Standards in information technology (IT) are in line with national expectations at the end of each key stage, and pupils make satisfactory progress overall. This is a significant improvement since the last inspection, particularly at Key Stage Two, where previous standards were poor. Pupils generally make good progress in specific IT lessons, but have insufficient opportunities to practise using their skills, particularly in other subjects, to make better than satisfactory progress overall. Although pupils in Year 6 have not yet covered everything needed to reach national expectations for the end of the key stage, they are currently making good progress and are on track to do so by July.

134. Pupils at the beginning of Key Stage One make a sound start on using art programs, and start to use simple word processing. Most pupils in Year 1 can write a simple sentence and, with adult support, put in a capital and full stop. They make a satisfactory start in learning to give instructions to a moving toy, a “roamer”, and made good progress in their understanding of this during a lesson observed. During the key stage, pupils gain a secure knowledge of the different uses of IT in the home, and can record these simply on a chart. By Year 2, pupils can write several sentences, punctuated appropriately, and work more quickly and independently. They know how to use the backspace key to delete, and the enter key to start a new line. With adult support they can print out or save their work.
135. At Key Stage Two, pupils keep a journal to record their experiences of IT. Although this is a useful record of coverage, and an effective aide-memoir for pupils to recall how to do specific tasks, too much time is sometimes spent filling it in rather than working on the computers. Pupils at the beginning of the key stage can turn on the machine and can access familiar programs. They use the keyboard and mouse with appropriate levels of skill, but some are confused about the functions of some keys; they confuse the Caps-Lock with the Shift key, for example. Work from last year shows that Year 3 pupils learned how to combine simple text with pictures over the year. Pupils in the middle of the key stage make good progress in their understanding of word processing. This was seen in a good lesson with pupils in Years 4 and 5, who were secure in their knowledge of how to cut and paste work, and could change font size and style. They were able to load and close down files, and used the menus confidently to find a spell-check facility, which they had not used previously. By the end of the lesson, they had learned how to use this effectively, and were able to correct a text provided by the teacher.
136. Year 6 pupils are able to use a simple database effectively. They collect and enter their own data, and develop a good understanding of the importance of framing questions appropriately if they want to find the right information. Pupils can access programs quickly, using menus with facility. They can load an encyclopaedia from a CD-ROM, and use it effectively to find information on a specific topic, such as the Roman Army. They can select and print out the information they need. They show in discussion a good understanding of the advantages and otherwise of this over other sources of information, and suggested using a scanner if a copy was required of something in a conventional book. Pupils can use an art program or a word processing program with ease, and have a secure knowledge of the programs’ capabilities. They thoroughly understand saving work to disc, and were unfazed by the lack of a printer when asked to print out some work. They knew how to save the work to disk, before loading it and printing it on another computer. Pupils have not yet had the opportunities to undertake work at an appropriate level on control, or on modelling different situations on the computer. The school has recently obtained suitable resources to do this, and there are plans for pupils to gain the needed experience during the year. Last year, pupils in Year 6 were able to expand their skills in IT when they took part in a residential visit on which IT played a major part; they learned how to use a simple spreadsheet, for example and a digital camera to produce work including photographs and text.
137. At both key stages, when pupils do work at the computer, whether in an IT lesson or separately, they usually make good progress. An exception is on rare occasions when the task is purposeless; for example a group of younger pupils at Key Stage Two made poor progress when copying out a piece of text given to them. Although they persevered, they worked very slowly and learned very little during their time on the computer. This was an ineffective use of time, as they missed elements of other lessons, and did not make effective use of an expensive resource. When they did meet problems, from which they might have learned something, the volunteer working with them was inclined to solve the problem for them, too quickly for them to follow.
138. Pupils are very positive in their approach to information technology. They work enthusiastically and with good concentration. They behave well, and share equipment amicably. Older pupils are

very confident in trying new ideas or unfamiliar programs, building well on their previous understanding. They show very good collaborative skills, helping each other well and listening carefully to each other's ideas. Even very young pupils often work effectively for lengthy periods without direct adult support. This supports the good progress they usually make when using the computers.

139. The quality of teaching is satisfactory. Little direct teaching of IT was observed during the inspection, and that which was observed was usually good, and sometimes very good. Teachers maintain a brisk pace and are very clear about the objectives of the lesson. They question pupils skilfully, developing their understanding well. A lively presentation engages pupils' interest. For example in a good lesson at Key Stage One, an energetic attempt at a variation of the Hokey-Cokey, re-enforced directional language, and the idea of a sequence of instructions, before pupils had a first attempt at using a programmable toy. Clear explanations are a good feature of lessons at Key Stage Two, and support good progress. In a very good lesson with the oldest pupils, very challenging questioning, and very good use of pupils' mistakes to make teaching points, resulted in very good progress in pupils' understanding of how to interrogate a database, and a major increase in their speed of use. Despite this good direct teaching, the overall quality of teaching is only satisfactory, because teachers miss too many opportunities to give pupils practice in using IT, and their planning shows too little use of IT to support learning in other subjects.
140. The curriculum is based on a draft scheme of work written by the co-ordinator; this is ensuring breadth and progression in what pupils learn at the moment. It provides for full coverage of the national curriculum, but gives insufficient support to teachers in using IT to support other subjects. The scheme is based on doing different work in each mixed-aged class, and makes no allowance for pupils who might spend two years in the same class. The co-ordinator is aware of this, and has plans to modify the scheme during the year, and to instigate a rolling programme of work to overcome this difficulty. The subject has been led very effectively since the last inspection. Hard work by the co-ordinator and by all her colleagues, and a useful programme of training, has raised standards considerably, and continues to do so. There is still a need for further training in aspects of the subject for some staff, and in particular there is need to give staff more guidance on using IT to support progress in other subjects of the curriculum. Resources have been upgraded recently, and are generally sound, but the school does not have suitable resources for sensing and displaying physical data.
140. **Music**
141. Pupils make satisfactory progress in both key stages. The previous inspection found that attainment was broadly in line with national expectations, with some aspects of the curriculum underdeveloped.
142. Pupils at Key Stage One develop appropriate listening skills and they can describe how different moods of music can have differing effects on them as listeners. They can describe clearly the different sounds they hear. They make sound progress in recognising and practising the different noises made by a good variety of instruments. Singing is very tuneful and they know the words to a good number of hymns, songs and rhymes.
143. At Key Stage 2, pupils sing tunefully and with good expression. In a good lesson, younger pupils made good progress in making expressive use of dynamics and responded satisfactorily to graphic notation and hand signals. In groups, they respond to picture stimulus and play a good variety of untuned instruments to represent quick changes in levels of sound.

144. Pupils are enthusiastic learners and thoroughly enjoy their music. They work well together and during a tuneful, whole school hymn practice, all year groups sang modern versions of hymns and prayers with great gusto and satisfaction.
145. Teaching of music is good. In the two lessons seen, teachers demonstrated good subject knowledge to plan their lessons well. Good, easy discipline, whilst pupils sang and played musical instruments added to the quality of the lessons. Good use was made of a variety of resources. The co-ordinator is a music specialist and provides good, informal support. A good policy and scheme of work includes all the elements required to teach the National Curriculum. Teachers support each other well during hymn practices and assemblies to provide good quality accompaniment and encouragement for the pupils. Since the previous inspection, satisfactory progress has been made in developing pupils' listening and appraising skills. The development, through music, of multi-cultural education is weak.

145. **Physical Education**

146. At Key Stage One, the majority of pupils are achieving standards above those expected for their age and overall they are making good progress. This is an improvement since the last inspection, when attainment and progress were found to be satisfactory. Most pupils are competent in the basic actions of travelling on the floor and on apparatus. Pupils' awareness of space, control of body movement in a variety of positions, and sequencing of a number of movements are good. Pupils make excellent progress in developing control, co-ordination and balance, when performing a variety of sequential movements on the floor and on apparatus.
147. Pupils at Key Stage Two make satisfactory progress and achieve levels of attainment in line with national expectations. These standards are similar to those found on the previous inspection. In a good lesson with the younger pupils, good progress is made in composing and controlling their movements of shape, tension and continuity, in response to a taped, dance theme based on the 'Ocean'. Older pupils make satisfactory progress in developing sequenced movements, using a variety of rolling and twisting actions. They move large apparatus quickly and safely and use it to refine basic, gymnastic movements. A small number of pupils make good progress in developing and demonstrating a sequence of gymnastic movements. Year 3 pupils experience weekly swimming lessons and make good progress. Standards are high. Half of the class can confidently swim 25 metres and can float face down for 20 seconds. Half of the class can swim 10 metres with float aids and are making good progress.
148. Pupils' response to the subject is always good and sometimes very good. They clearly demonstrate enjoyment in their lessons and work well collaboratively, in pairs and in groups. Pupils listen attentively and they are able to distribute apparatus as required, in a sensible and safe manner. Their behaviour is always good and this has a positive effect on their progress. The pupils are very well behaved at swimming lessons. They change quickly to maximise the amount of time available for swimming. They are confident in the water and are very keen to succeed.
149. The quality of teaching is good overall. In an excellent lesson with younger pupils, a brisk, motivating introductory activity is followed by the movement of large apparatus in a confident and safe manner. Very good demonstrations of required movements and excellent teaching to encourage independent development of sequences, provide the foundation for excellent progress by all of the pupils. The quality of teaching of good, starting and finishing positions for gymnastic movements, using 'how could this be improved?' questioning skills, supports the good attainment levels of most pupils. Most teachers give appropriate opportunities for pupils to demonstrate good examples of skills, in order to promote whole class improvement of attainment. The teaching of swimming is

good. The class teacher, an LEA swimming instructor and an interested parent take responsibility for different ability groups. The control of the pupils is good. Subject knowledge is sound and good use is made of time and resources available. Teachers provide good extra-curricular clubs, which contribute very effectively to the provision for physical education and also for the social development of the pupils. Despite the relatively small number of pupils available for selection, the school successfully fields teams for a good variety of inter-school sporting competitions.

149. **PART C: INSPECTION DATA**

149. **SUMMARY OF INSPECTION EVIDENCE**

150. The school was inspected for a total of 14 inspector days by four inspectors. The inspectors observed classes at work, talked to pupils, and scrutinised the work from a range of pupils across the school. Groups of pupils were interviewed formally about specific aspects of their schooling, such as homework, and some pupils spent part of their lunch-hour showing inspectors what they could achieve using computers. Fifty three lessons or parts of lessons were observed formally, and a sample of pupils heard to read from each age group. A wide range of documentation was analysed, and interviews and discussions held with the headteacher, the chair of governors, subject co-ordinators and other staff. A variety of people involved in the school were spoken to informally, including parents. A meeting was held which was attended by 12 parents, and 37 parents completed questionnaires about the school.

150.

**DATA AND INDICATORS**



150. **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	173	2	32	21
Nursery Unit/School	N/A	N/A	N/A	N/A

150. **TEACHERS AND CLASSES**

150. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	24.7

150. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	101

150. **Financial data**

Financial year:	1998-99
	£
Total Income	264878
Total Expenditure	264818
Expenditure per pupil	1531
Balance brought forward from previous year	12177
Balance carried forward to next year	12237

150. **PARENTAL SURVEY**

Number of questionnaires sent out: 130  
 Number of questionnaires returned: 37

**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	73	27	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	76	14	8	3	0
The school handles complaints from parents well	43	35	16	5	0
The school gives me a clear understanding of what is taught	70	24	3	3	0
The school keeps me well informed about my child(ren)'s progress	51	41	5	3	0
The school enables my child(ren) to achieve a good standard of work	54	38	5	3	0
The school encourages children to get involved in more than just their daily lessons	57	32	5	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	62	22	5	11	0
The school's values and attitudes have a positive effect on my child(ren)	70	27	3	0	0
The school achieves high standards of good behaviour	73	19	8	0	0
My child(ren) like(s) school	78	16	5	0	0