

INSPECTION REPORT

ST OSWALD'S RC PRIMARY SCHOOL

Accrington

LEA area: Lancashire

Unique reference number: 119657

Headteacher: Mrs F M Fordyce

Reporting inspector: George Brown
21060

Dates of inspection: 26 February - 1 March 2001

Inspection number: 190259

Full 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 School

School category: R C Voluntary Aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Hartley Avenue
Accrington
Lancashire

Postcode: BB5 0NN

Telephone number: 01254 234924

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Appropriate authority: The governing body

Name of chair of governors: Mr L Warren

Date of previous inspection: 14 / 10 / 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 21060)	George Brown	Registered inspector	Science Physical education Art Under fives English as an additional language	What sort of school is it? How high are the standards? The school's results and achievements. How high are the standards? Pupils' attitudes, values and personal development How well is the school led and managed?
(Ofsted No. 9974)	Daljit Singh	Lay inspector		How well does the school care for its pupils and students? Attendance How well does the school work in partnership with parents?
(Ofsted No. 31914)	Colette Gribble	Team inspector	Mathematics Geography Music Special Educational Needs	How good are the curricular and other opportunities offered to pupils? Assessment
(Ofsted No. 18370)	Kevin Johnson	Team inspector	English Information technology Design technology History Equal opportunities	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Oswald's is a below-average size primary school serving the Fern Gore and Willows Lane areas of Accrington. The school's main catchment area reflects significant social and economic disadvantage, typified by high unemployment and with over a third of all full-time pupils entitled to free school meals. The 141 pupils on roll include 50 part-time children in an integral nursery. There are broadly the same numbers of boys and girls in total although some year groups show an imbalance between the two. Classes are of mixed ages overall, although Year 1 pupils are taught separately every morning by the headteacher. Some 33 per cent of pupils have special educational needs and six pupils have a statement of educational needs, both above average figures. Fourteen per cent of pupils, mainly Pakistani, speak English as an additional language including some in the nursery. Children enter both the nursery and the reception class with a range of attainment levels and experiences, but significant numbers show below average attainment in relation to English language, communication and personal and social development. At the time of the inspection, there were 68 children under six years old. St Oswald's is a Roman Catholic voluntary aided school with strong parish and community links and a firm commitment to the Christian principles upon which it is founded. Children are admitted to the school in accordance with a joint agreement between the local diocese and the local authority.

HOW GOOD THE SCHOOL IS

St Oswald's is a good school with more strengths than weaknesses. It is a caring community that builds well on the needs and strengths of its individual pupils. The staff are hard-working and conscientious and teaching is good overall, ensuring that pupils make mainly good progress across the school. The attainment of pupils is variable but by the stage of transfer to the high school, significant numbers do not reach the average standards anticipated for their age in writing and mathematics. The quality of leadership and management is good and helps to ensure that the school gives good value for money.

What the school does well

- The quality of teaching and learning is good overall across the school.
- The headteacher and senior staff provide effective leadership and good educational direction.
- Pupils respond well to their learning and behave well. Relationships are very good.
- Children in the Foundation Stage (nursery and reception) are well provided for and make a particularly good start to their school lives.
- The provision made for pupils with special educational needs and those for whom English is an additional language, is good.
- The personal development of pupils is given high priority and good provision is made for their spiritual, social and cultural development. The provision for moral development is very good.

What could be improved

- Standards in writing across the school are below average.
- By the end of Key Stage 2, the attainment of pupils in mathematics and information technology is below the standards expected for their age.
- The role of the subject co-ordinators is not always effective in helping to raise standards.
- There are weaknesses in the role of the governing body in relation to monitoring school performance and helping to shape the educational direction of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in October 1996 when it was judged that special measures were required to ensure that it gave pupils a more acceptable quality of education. Following several monitoring visits by Her Majesty's Inspectors and the adoption of a successful action plan, the school was removed from special measures in May 1998 when it was considered to be a 'good school with many strengths.' The school has therefore made very good improvement since 1996 and the previous key issues have been addressed. New teachers have joined the school and many weaknesses in teaching have disappeared. There has also been good and timely emphasis on staff development. Children in the nursery and reception are well provided for and their work has improved greatly. Similarly, pupils with special educational needs and children with English as an additional language, are well provided for. The school has developed a more robust approach to the self-monitoring and evaluation of its performance, although the roles of the subject co-ordinators and governors are not always clear and influential in this respect. The curriculum has been strengthened by the successful implementation of the Literacy and Numeracy Strategies and more schemes of work have been introduced. The targets for raising attainment and improving still further the quality of education provided, are appropriate to its current position.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	C	A
Mathematics	A	B	D	C
Science	A	A	C	B

Key

well above average A

above average B

Average C

Below average D

well below average E

In the national tests for 2000, pupils at the end of Key Stage 2 attained broadly average results in English and science and below average in mathematics, in relation to all primary schools. In relation to similar schools, pupils reached well above average results in English, above average in science and broadly in line with the average in mathematics. Over the period 1998 to 2000, the overall performance of pupils in these core subjects exceeded the national average for their age group. However, the number of Year 6 pupils on roll tends to be small year on year, so there is a need for caution when comparing the pupils' results with the national average. Standards among the Year 6 pupils in 2000 showed a decline over previous years and inspection evidence confirmed that standards among the current Year 6 pupils are generally below average in writing and mathematics and broadly average in science. In this particular year group, a significant number of pupils have special educational needs and there are very few higher attaining pupils, factors that are likely to keep the overall performance of the age group to below average. Despite this, pupils achieve well set against their previous learning. Standards in information technology are below age-related expectations at Key Stage 2 but standards in all other subjects are in line with that expected for their age. In art, standards are above the expected level. In the Foundation Stage, children make good progress and most are likely to achieve average standards for their age in all areas of learning by the end of their reception year. By the end of Key Stage 1 pupils achieve broadly average standards in the national tests although there are currently some weaknesses in writing. Standards in art are above those expected for the age of the pupils. Pupils with special educational needs and those for whom English is an additional language, make good progress in relation to their previous learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about their learning, work hard and generally do their best.
Behaviour, in and out of classrooms	Good. Pupils respond well towards the school's code of conduct. Their behaviour is reliable and sensible.
Personal development and relationships	Relationships are very good and pupils understand they are part of a community in which they have an important role to play. They show respect for the feelings and development of others as well as themselves.
Attendance	Satisfactory, although unauthorised absence is above average. The school day starts promptly and well.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall and sometimes very good across the school. In all, some 80 per cent of observed teaching was good or very good and there were no unsatisfactory lessons. This is a major influence on the progress and achievement of pupils. Almost all teaching in the Foundation Stage (nursery and reception) is good or better and this enables the very youngest children to make a particularly good start to their schooling. This continues into Key Stage 1 where the teaching of basic skills is strong and pupils make rapid gains in their knowledge and understanding. At Key Stage 2 teachers' subject knowledge and understanding are very good and are reflected in the quality of well-planned and executed lessons. The management of pupils is a strength of almost all the teaching and helps to bring good pace and clarity to pupils' learning, with very little time being wasted. The teaching of literacy and numeracy is good across the school although more could be done to ensure these subjects are used more widely and imaginatively across the curriculum. At Key Stage 1 the teaching of physical education is good and teaching is good in music and art at both key stages. There are also strengths in the teaching of science and design and technology at Key Stage 2. The teaching helps meet the needs of all pupils including those with special educational needs and those for whom English is an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and satisfactory at both key stages. A statutory curriculum is in place that provides a balanced programme of learning opportunities including a small range of well-supported extra-curricular activities. Some subject documentation is out of date.
Provision for pupils with special educational needs	Good across the school, particularly in the additional help available to the oldest pupils before they transfer to the high school. Individual educational plans are well constructed and ensure pupils learn in small meaningful stages.
Provision for pupils with	Pupils from minority groups are well provided for, particularly in the

English as an additional language	nursery where a bilingual assistant helps children with the early stages of language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual, social and cultural development is well planned for and there is very good provision for the moral development of all the pupils.
How well the school cares for its pupils	Child protection measures are satisfactory. The support and guidance given to pupils are good.

The school has effective links with parents and carers who make a satisfactory contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher and senior staff who provide clear educational direction as expressed in the priorities for school growth and development.
How well the governors fulfil their responsibilities	The governors meet their statutory responsibilities and are supportive and helpful. However, they are insufficiently involved in planning for the future and in monitoring and evaluating the school's standards.
The school's evaluation of its performance	An improved area in which staff express a clear understanding of the school's strengths and weaknesses. Governors are insufficiently involved in this process.
The strategic use of resources	Satisfactory. The school uses its annual finance to help meet its declared aims. The contingency funding is high given the school's current priorities. There is a good match of staff to meet the needs of the pupils and the accommodation and learning resources are both satisfactory. The principles of best value are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good and most pupils make good progress Children like school and behave well The school expects pupils to work hard and to achieve their best The school is well led and managed. 	<ul style="list-style-type: none"> Homework to be given more regularly and to be as varied as possible More opportunities to discuss pupils' progress The school to provide a greater range of extra-curricular activities.

The inspection team agrees with all the positive points made here by parents. These are all current strengths of the school. Satisfactory levels of homework are given during most weeks and homework is helpful to pupils as they consolidate and extend their learning. The school gives two formal opportunities per year for parents to hear of their child's progress as well as informal opportunities as the need arises. This is considered adequate and in line with the provision offered by similar schools. The school's choice of extra-curricular activities is not large but is within the range commonly found in most primary schools of this type and size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although children show a wide range of attainment on entry to both nursery and reception, significant numbers enter school with below average standards, particularly in English language and communication and in aspects of their personal and social development. However, many achieve well due to the good teaching and other strong provision. By the time they reach the end of the Foundation Stage, most children are likely to achieve the standards anticipated for their age in all areas of learning.
2. The school's provision for young children has improved considerably since the last inspection, particularly the planning of the curriculum, the quality of teaching and the overall level of adult support. The good teaching of basic skills ensures children learn rapidly and achieve well. Children in nursery enjoy a wide range of stimulating experiences that encourage their communication and other personal skills and almost all of them settle quickly into nursery routines. These skills are further developed in the reception class where children learn more systematically about language and number, and their knowledge and understanding of the world is also enriched. By the time they transfer to Year 1, children's skills, knowledge and understanding are broadly average in relation to literacy and numeracy, creative and physical development and knowledge and understanding of the world.
3. The results of the 2000 national tests for pupils at the end of Key Stage 1 indicate that pupils at the school scored well above the national average in mathematics, in line with the national average in reading and below the national average in writing. Pupils also scored well above average in reading and mathematics and broadly average in writing in comparison to similar schools. Based on teacher assessments in science, pupils' attainment was in line with the national average. Pupils did particularly well in mathematics with significant numbers reaching the higher levels for their age. Over the past four years, standards in these subjects have fluctuated considerably but have generally remained in line with the national average in reading, been slightly below the national average in writing and exceeded the national average in mathematics. The numbers of Year 2 pupils on roll tend to be small and there is therefore considerable year to year variation in their standards. This can distort the overall picture of pupils' attainment, and although comparisons to national averages are helpful they should be treated with some caution. The inspection findings confirm that standards in the current Year 2 are broadly average in reading, mathematics and science, but below average in writing.
4. The results of the 2000 national tests for pupils at the end of Key Stage 2, indicate that standards in English and science were in line with the national average while standards in mathematics were below those expected for the age of the pupils. When compared to pupils from similar schools, standards were well above average in English, above average in science and in line with the national average in mathematics. These similar school comparisons give an indication that pupils achieve well in relation to their prior attainment, and that standards are high enough taking into account their below average attainment on entry. Standards in all these core areas have actually tended to be above the national average in recent years with pupils doing particularly well in science. Boys generally do better than girls in all three subjects. However, as at Key Stage 1, the actual numbers taking the tests tend to be small and any interpretation of the results has to be made with the same degree of caution. In 2000, the drop in standards in mathematics was due in part to the lower percentage of pupils who achieved the basic level expected for their age. In mathematics and science, the percentage of pupils who achieved the higher levels was broadly similar to that found nationally. The performance of just a few pupils at the school can alter the overall picture considerably. The results of the recent inspection indicate that standards in English and mathematics among the

current Year 6 are below the national average, but that standards in science are broadly average. However, as was the case in 2000, there are relatively few pupils in Year 6 and additionally, a significant number have special educational needs.

5. The adoption and practice of the Literacy and Numeracy Strategies have helped pupils to consolidate and extend many of their basic skills at both key stages. Pupils make good progress in their literacy and numeracy lessons mainly because the work set is very well planned and helps to build on their basic skills in a systematic and progressive way. At Key Stage 1, pupils of all ages use their listening and speaking skills well and talk with reasonable confidence and clarity about their work and what they are doing. By the end of Key Stage 1, most pupils read a satisfactory range of stories and other texts. However, standards in writing are below average. Stories and other accounts are generally of reasonable length but do not always contain the level of imagination, grammar and sentence structure anticipated for the age of the pupils. The current Year 2 class contains a wide range of attainment levels but a relatively large percentage of pupils reflect below average attainment.
6. By the time they are seven, pupils have a satisfactory grasp of basic number and show average ability to work mentally, for example in the rapid recall of number bonds and their number tables. Most know the importance of place value and have a sound understanding of the properties of basic shapes. The emphasis on investigational science, for example as to why ice melts, has helped introduce pupils to more practical work and led to closer observations and evaluations of what they are actually doing. At Key Stage 1, standards in all other subjects are in line with that expected for the age of the pupils, except in art where standards are above average. There are also good levels of attainment in singing.
7. By the end of Key Stage 2, pupils have made satisfactory progress with their speaking and listening skills and reach the standards expected for their age. Most are relatively confident when sharing their views or discussing the outcomes of their class work. Pupils' standards in reading vary considerably but are currently just below average overall. Whilst some are able to draw inferences from their reading and discuss favourite authors and characters, others have limited horizons in this respect and lack the more advanced skills of being able to read in depth and for information. Standards in writing among the current Year 6 are below the national average and there are relative weaknesses in being able to write at length, in different styles and for a range of purposes.
8. In mathematics, pupils in Year 6 have benefited from increased emphasis on mental skills and working orally at greater speed. However, many lack the strategies to work out number problems in different ways and are confused as to which mathematical operation to apply in order to reach the answer. Most are relatively accurate with addition and subtraction in a number of contexts, but are less secure with aspects of division and multiplication. Their use of mathematical language is also below average. Pupils show a satisfactory understanding of a range of topics including angles, shape, time, perimeter and area but there is insufficient evidence of them handling data to the level expected for their age. Information technology is used insufficiently to extend learning and understanding in mathematics.
9. Standards in science are broadly average, particularly in relation to the pupils' use and understanding of investigative work. Good emphasis is placed on pupils recording their own findings and this is largely successful. The challenge given to higher attaining pupils is not always at the right level to extend and deepen their knowledge and understanding. Standards in information technology are below the level expected for the age of the pupils. While many are able to complete, for example, basic word processing exercises, pupils lack the more advanced skills needed on the computer and have not had sufficient experience in the control and modelling aspects of the subject. Standards in all other subjects at Key Stage 2 are at least at the level anticipated for the age of the pupils. Standards in art are good and pupils' singing is particularly tuneful.
10. The school sets realistic annual targets for its Year 6 pupils based on known levels of attainment for each individual pupil. These targets are sufficiently challenging to help raise standards in the longer term. For example, the targets relating to the current Year 5 indicate

the return to higher attainment when these pupils reach the end of Key Stage 2. This is because they are basically a higher attaining group of pupils and have fewer special educational needs.

11. Pupils with special educational needs make good progress set against their previous learning and develop skills and understanding in line with their individual educational plans where these are in place. Pupils with English as an additional language also make good progress overall, particularly in the nursery where a bilingual support assistant is available.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school and to their learning are good. This is a more positive and consistent picture than was reported during the previous inspection. Parents say their children enjoy coming to school and this is clear from the effort and enthusiasm many bring to their own learning and the determination to do well and to please their teachers. The response to learning in the Foundation Stage is also good and children quickly accept the expectation that they will work hard and do their best. In the main school, the pupils' attitude to classroom work is positive and the oldest pupils in particular show sound initiative and good awareness of their own learning process. The school is based around traditional Christian values, so qualities such as perseverance, tolerance and courtesy are common-place around the school. Older pupils set good examples in this respect. Teachers are quick to praise the pupils for their interest in work and this in turn leads to a renewal of their efforts. Not all pupils are able to sustain their interest and concentration, but most make good efforts during lessons and show pride in their finished work. They listen to instructions well and are quick to comply with the teacher's wishes.
13. The behaviour of pupils in the classrooms and around the school is good. There is no elaborate system of rewards and punishments used in the school, although there is a clear behaviour policy and an expectation that pupils will behave well for the sake of the whole school community. This approach is well established and is known and followed well by the pupils. During lunchtime and playtime pupils also behave well and there is a good sense of harmony within the school community. No bullying or oppressive behaviour was observed during the inspection period and, although some pupils report moments of silliness and other concerns in the yards, they also say that adults sort out any difficulties quickly and fairly. There have been no recent exclusions.
14. The quality of relationships across the school is very good. Teachers know their pupils well and pupils in turn feel they are liked and respected. The school's Mission Statement stresses the need to respect the feelings, values and rights of others and this is central to the relationships that emerge. Pupils are openly trusted and even those in the Foundation Stage know the importance of not letting their teachers down in this respect. Teachers are excellent role models in helping to promote the many Christian values that underpin the life of the school. In addition, pupils form effective relationships with each other and are supportive of each other's needs, particularly in the classroom. Pupils seem to understand that their own contribution, no matter how small, collectively makes a significant impact on relationships and to the wider life of the school. This all adds up to a harmonious setting for effective learning to occur.
15. The school lays considerable stress on the development of the whole child and the need to provide effective means for this to occur. There is therefore good attention paid to initiative and personal responsibility, particularly among the oldest pupils. The outcomes of pupils' personal development are good overall.
16. Based on the very latest figures supplied by the school, attendance is satisfactory. This is due to the hard work of the staff who ensure that all absences are thoroughly investigated. Pupils and parents are reminded of the importance of regular attendance and punctuality. However,

despite the efforts of the staff and the majority of parents, the level of unauthorised absence is above the national average. This is due to a small number of parents who fail to provide explanations for their child's absence. Parents who take family holidays during term time further affect attendance figures. The school is very much aware of the issues that affect overall levels of attendance and is making good efforts to improve these levels in the future.

HOW WELL ARE PUPILS TAUGHT ?

17. The quality of teaching is good overall and is now a strength of the school. Eighty per cent of all lessons seen during the inspection were judged to be good or better, with almost one third of the teaching very good. Teaching was satisfactory in the remaining lessons. There are teaching strengths in the Foundation Stage and at both key stages. At Key Stage 1 pupils make at least satisfactory and often good progress in their everyday work. The pace of learning picks up at Key Stage 2, particularly in English and mathematics, where teaching is frequently very good. This represents a significant improvement in the quality of teaching since the last inspection when over half the lessons were judged to be unsatisfactory. It also accounts for the pupils' good rate of learning and their improving achievements and standards across the school.
18. Children in the Foundation Stage get a good start because of the challenging activities provided for them, the knowledge of the staff and the quality of planning between the nursery and reception classes. Good use is also made of resources to interest and motivate young children. Most respond well and work enthusiastically, quickly settling into their learning routines. Activities are planned well, often linking in a very meaningful way the six areas of learning. For example, finding teddy bears in a tub of oatmeal, and counting them and matching them by colour improved not only children's mathematical skills but also their knowledge and understanding of materials. There is good emphasis on the teaching of basic skills and the management of young children is consistently very good, making the learning well focused, with very little time lost during the school day. Nursery nurses and the support assistant work closely with teachers and contribute well to children's learning, particularly those who learn English as an additional language or who have special educational needs.
19. Early number and reading skills are taught well. In the nursery, children use computer programmes to help their number recognition. Good use was also made of the wintry weather during the inspection when the nursery teacher helped the children collect cupfuls of snow to extend children's scientific understanding as they discussed the changes they observed when it was brought into the classroom. Throughout the Foundation Stage, teachers and assistants provide a stimulating and language-rich environment in order to promote vocabulary and early literacy skills.
20. Much of the teaching at Key Stage 1 is good or better and no lessons are less than satisfactory. Teachers do well when working with such a wide range of attainment levels in these mixed age classes. Year 1 pupils are taught separately each morning and this is a satisfactory arrangement. However, the signs of progress in English and Mathematics are earlier in Year 2 than Year 1. Nevertheless, many pupils make good progress and achieve well over time. Where teaching is particularly effective at Key Stage 1, the teacher knows the pupils well together with what they are capable of. This enables expectations and activities to be set at the right level and pupils' learning to consolidate and build on what they already know. Interesting and varied teaching methods are used, ranging from a 'direct' approach as seen in mathematics, to more informal methods such as the use of word games and circle time, whereby pupils gather round their teacher to discuss informally their views, achievements and difficulties. This is combined with very effective use of resources, which undoubtedly stimulates and motivates the pupils. Displays of work are good and highlight what pupils do themselves. In some lessons at Key Stage 1, the skills of classroom assistants are not used effectively to give the levels of support where it is most needed. On occasions, some pupils are not managed as well as they should be and the flow of teaching and learning is interrupted

because of the teacher's need to re-affirm expectations.

21. At Key Stage 2 the pace of learning is good because of the high proportion of good and very good teaching. Teachers' subject knowledge across the curriculum is strong and lessons are planned with clear learning intentions, which are regularly shared with pupils. This is particularly true in literacy and numeracy with the result that pupils feel involved in many aspects of their own learning. The pace of teaching is also brisk and pupils are generally challenged well by the wide range of activities provided. This results in hard work and co-operative behaviour typified in a Year 5/6 science lesson where pupils carried out their investigations in a relaxed but purposeful atmosphere. Ninety per cent of lessons at Key Stage 2 were good or better and this is a true reflection of the quality of learning currently being achieved among the older pupils. Although standards in English and mathematics are below average in Year 6, this is not a reflection of the teaching overall or the effort put in by the pupils themselves. However, there is insufficient teaching emphasis on the use of mathematical language by pupils as well as some difficulty in getting them to write at greater depth across the curriculum. The quality of teaching at Key Stage 2 reflects the very good subject knowledge of the teachers, except in information technology where there has been some lack of confidence in the past to ensure the subject is an integral part of pupils' learning.
22. Basic literacy and numeracy skills are taught well throughout the school, although insufficient links are made with these subjects across the curriculum. Children in the Foundation Stage develop their interest in books and learn to link letters with sounds. At Key Stage 2, teachers do their best to ensure pupils' spelling of familiar words is accurate and that handwriting is legible. Teachers use the numeracy framework well to plan and deliver the teaching of basic number skills. As with literacy, there is scope for more tangible links to be made between numeracy and the rest of the curriculum. Some good examples do occur in science, when pupils combine their findings with graphic and other data representation. The quality and impact of teachers' marking are variable although some good practice does exist. Teachers do not always make it clear what pupils need to do to improve their work.
23. The quality of teaching and learning in other subjects is never less than satisfactory and frequently good. The exception is in information technology at Key Stage 2 where the subject has been given too little time and too low a profile in the recent past. These aspects are now improving. At Key Stage 1 teaching is good in physical education, music and art. At Key Stage 2 it is good in music, art, design and technology and science. A strength of teaching in science at both key stages is the emphasis on investigative work and teachers encouraging pupils to record their findings in their own words. This is helping to develop a strong science vocabulary at Key Stage 2. Teaching in other subjects is satisfactory at both key stages. It was not possible to make a judgement on the teaching of history.
24. The quality of teaching for pupils with special educational needs is good. There are individual targets for pupils with difficulties and teachers make every effort to ensure that they are included in all activities. The procedures for identifying and addressing pupils' needs are followed according to the Code of Practice. Teachers' plans include provision for all pupils and individual education plans are followed closely in order to provide appropriate work for all levels of ability. Support is good for identified pupils but is used in a flexible manner in order to reduce the possibility of over dependency and to allow independent learning to take place. Lessons are organised so that all pupils have an opportunity to contribute orally whatever their level of ability. There was good evidence of this in a Key Stage 2 music lesson where groups of pupils willingly went out to the front to perform their own compositions. This included a group of statemented pupils who performed with enthusiasm and then received spontaneous applause from the rest of the class. Pupils with English as an additional language are well taught and provided for, particularly in the nursery where a bilingual assistant supports their learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES

OFFERED TO PUPILS OR STUDENTS?

25. The school provides a satisfactory curriculum that is broad and balanced for all its pupils, including those who speak English as an additional language and any pupils with special educational needs. The range of learning opportunities is in line with statutory requirements based on all subjects of the National Curriculum and religious education. The provision made for pupils in the Foundation Stage is good and an appropriate curriculum is now in place that is firmly based on the recommended early learning goals. Since the last inspection, when the curriculum was criticised for its lack of support documentation and the poor provision for children under five, there has been significant improvement. The school has many more schemes in place which have led to greatly improved planning and reflect more accurately the quality of teaching and learning in the school. The latest planning focuses correctly on the curriculum areas for each key stage and ensures that all pupils receive a balanced, progressive programme of learning, adapted to individual needs. There is satisfactory provision for all levels of ability and early identification of special educational needs is a key focus in the school. The curriculum provides satisfactorily for the practice of educational inclusion, which ensures learning is relevant and stimulating for all groups of pupils, irrespective of their abilities and backgrounds.
26. There is also a full curriculum plan in operation that is reported in the school prospectus and which contains several colourful pages dedicated to informing parents about how the curriculum is taught. Time dedicated to delivering the various subjects of the curriculum is very much in line with national recommendations. There is a development plan for the non-core areas although some adjustment may be needed in the foundation subjects to ensure good coverage following the latest requirements introduced in September 2000. Evidence indicates that the curriculum delivery is guided well by the assessment of pupils' work.
27. There is good provision for the relatively large percentage of pupils with special educational needs. Statutory requirements for pupils with statements of special educational needs are met according to the Code of Practice (Education Act 1996). There are effective individual education plans that are reviewed termly for pupils at stage two and beyond and annual reviews for statemented pupils are held in accordance with statutory regulations. There is provision for supporting pupils in class who require adaptations of the curriculum and the tasks set are well matched to individual pupils' attainment levels. Every effort is made by staff to include pupils of all abilities and backgrounds in every activity. The register of pupils with additional needs is maintained and updated by the effective management of the special needs co-ordinator. She also manages the additional support provided for these pupils and liaises with outside agencies on a regular basis in order to improve the quality of this support.
28. Staff work together well to plan and improve their specialist skills and knowledge of specific curriculum areas. This strong team effort ensures good quality teaching of the curriculum throughout the school. The National Strategies for Literacy and Numeracy have been implemented well and are regularly monitored to ensure there is still enough time to cover the full range of foundation subjects and expressive arts. The school provides an adequate range of extra-curricular activities that includes netball, recorders, line dancing, football, choir and singing and sports clubs as well as some peripatetic musical instrument tuition which is well supported. There are no residential visits although the school does take pupils on school day trips to outdoor pursuit centres. Homework is set regularly and staff make sure that all pupils can access this and also achieve levels that will promote their independence, equality and self-worth. All pupils are included in activities and given opportunities to access every area of the curriculum. The policy on equal opportunities works well.
29. There are currently no policies on sex education or drug misuse although a statement of intent is clearly made regarding sex education. Parents have been given the responsibility of covering specific advice on sexual matters, but the school recognises the need for it to widen the curriculum for personal, social and health education. It is also considering involving the local police liaison officer in addressing the dangers of drug abuse as an awareness raising project for older pupils.

30. There are satisfactory links with neighbouring schools and colleges. However, there are currently insufficient opportunities for pupils to broaden their experiences of life outside their own school and this is an area being considered for future development. The church is a focal point for everyone and there are strong links with the community through the Roman Catholic cluster of schools. Local police, fire service personnel and the community nurse have visited the school and provided information and advice when needed. There are a few good links with outside agencies, including the police liaison officer, who gives very good, ongoing support to the school.
31. The school makes good provision for pupils' spiritual, social and cultural development and very good provision for moral development. This is evident in acts of worship and around the school in a number of curricular areas. This provision is seen as a focus for pupils' personal development, enriches the curriculum and is central to the aims of the school.
32. Pupils' spiritual awareness and development are established within their beliefs and attitudes and then explored through the learning experiences that are designed to provide some opportunities for reflection and contemplation. There are several examples of spiritual experiences evolving from the Christian Faith that is central to the ethos of the school. Other religions are included in the school's teaching and pupils from other faiths are encouraged to share beliefs and traditions in the context of joint celebration and rejoicing during festivals such as Shrove Tuesday and Ash Wednesday. In lessons such as music, art, literacy and history, pupils are given opportunities to consider other faiths and traditions. Their own spiritual development is enhanced by story, poetry and creativity. There are quiet moments too within some lessons, when the wonders of the world are discussed and reflected upon.
33. Provision for pupils' moral development is very good. Staff set very good examples by distinguishing clearly to pupils the differences between right and wrong and promoting these values to pupils at every opportunity. Every pupil is provided with quiet reminders of the need for a strict moral code during their days in school and when they leave the safety and security of the building. A story of warmth and welcome is taught with a group of younger pupils through the story of 'The Grumpy Bear'. Pupils act out the story that promotes the need to share, care and consider others, no matter what our mood may be. There are whole school rules and a strong mission statement that outlines the need to develop and act out a positive moral code.
34. The development of pupils' social awareness is good. They work co-operatively and can take responsibility for their actions. There are many opportunities provided for pupils to work independently, in pairs or in groups. They quickly learn to share resources and take turns and, as they go through classes in the school, this awareness develops into pupils taking up monitorial roles. There is a VIP (very important person) award given regularly in one Key Stage 2 class for a pupil who has shown the most care and responsibility. This award is given to any pupil who deserves it and is not based purely on academic achievement. Pupils throughout the school relate positively in various social settings and this is reflected in the very good relationships that exist. At breaks, lunchtimes and between lessons, pupils show good consideration for others. They smile and greet fellow pupils, staff and visitors with pleasantries that are genuine and socially adept. In lessons, the interaction between pupils is generally positive and good-natured. Whenever difficulties arise, pupils are encouraged to resolve them in a mature and socially acceptable manner.
35. Provision for cultural development is good. There are some opportunities for pupils to consider other cultures in the form of religious festivals, food and dress. However, pupils' understanding of the diversity and enrichment of ethnic groups is being further developed as they become more aware of the need to embrace all cultures. Pupils visit other places of interest such as the theatre, church and community gatherings and go to clubs and activities outside school. The school hosts a range of visits from groups and performers in the school; more recently an ecological team gave the pupils an enthusiastic and informative cultural experience about the rainforests. This has been developed throughout the school in a series of lessons and there is good evidence of display and photographs describing the visit. Pupils also attend the local

pantomime every year and school trips and educational outings are arranged on a regular basis.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The provision for pupils care, support, guidance and welfare is satisfactory overall although there are several elements that are good. The arrangements for child protection and for the well-being of the school community are satisfactory, because staff respond effectively to pupils' concerns. Staff listen and celebrate pupils' individual and collective achievements. The formal and informal links with pupils and the support of parents help create an effective environment for learning, that values diversity and constructive relationships and helps to raise standards in the school.
37. There are satisfactory procedures in place for monitoring and raising existing levels of attendance. The school has an effective system to help address and investigate pupils' absence. However, the school is considering further improvements by adopting systems of rewards, thereby recognising the individual efforts of pupils to improve their attendance and punctuality. This complements the work done with parents, especially those with a child who experiences inconsistent levels of attendance. The new arrangements will enable the school to address its relatively high level of unauthorised absence and encourage good attendance overall.
38. The procedures for monitoring and promoting positive behaviour are good. Pupils are encouraged consistently to follow the school's code of conduct and behave in an orderly and mature manner. Teachers deploy strategies which enable pupils to behave and care for others in the school community. Pupils value the reward system that is used well by teachers to ensure pupils' attitudes and behaviour are constructive and purposeful. Their good behaviour and positive attitude to work are recorded and celebrated both inside and outside the classroom. Pupils' work is well displayed and this creates a good environment for further learning and helps pupils to take pride in their work. It also raises their confidence and self-esteem and reinforces the value of good behaviour.
39. Procedures for monitoring and eliminating oppressive behaviour are good. The anti-bullying and the behaviour discipline policy provide a solid foundation for good practice. Good strategies are in place to discourage bullying, racism and sexist behaviour and attitudes. All reported incidents of anti-social behaviour are investigated, recorded and monitored to reassure parents and pupils of the value the school places on learning in a safe, secure, friendly and happy environment.
40. Arrangements for monitoring pupils' personal development are good. Praise is often used effectively to encourage further effort and is applied consistently by most teachers and support staff. Significant achievements are celebrated each week in assembly and responsible behaviour by pupils is acknowledged and rewarded. This practice supports pupils' personal development and raises their self-esteem. The school's Mission Statement is also central to much of the personal development of pupils that occurs and helps unify the school's approach. This has remained a strength of the school since the previous inspection.
41. Pupils with special educational needs are well supported within the classrooms. Some statemented pupils receive very good support from a specialist teacher who also assesses their progress and liaises with the class teachers to provide advice, information and specific and precise targets within an individual education plan. There are also school individual education plans that are clear and manageable and these are also regularly reviewed and evaluated. All pupils with Statements of special educational need receive additional specialist support provided by the local education authority. The school has good links with officers and educational psychologists and the support provided for these pupils is commensurate with their level of need. The procedures in school for identifying pupils with special educational needs are good and are in line with the Code of Practice in Key Stages 1 and 2.

42. At the time of the last inspection, assessment procedures were unsatisfactory. There were few examples of assessment being used to guide teaching and learning. The process of assessment is now much clearer at various levels and is continually re-evaluated by the staff as a team, led by the head and co-ordinator for assessment. Teachers look carefully at the aims of their teaching and use assessment to guide their future work. They also implement the procedures for curriculum planning, reporting, record keeping and assessment as recommended by the local education authority. An audit of results conducted by the co-ordinator has considerably enhanced the assessment procedures by highlighting pupils' strengths and weaknesses at the end of statutory National Curriculum tests. As a result of this audit, the main aim of assessment has been to ensure that the curriculum matches the needs of the pupils.
43. There are now 'booster classes' ready to start at Key Stage 2 based on the identified needs of pupils following assessment, and there is a mental maths workshop being considered as an after school club. In most subjects, assessment is based on the individual targets set within the subject. For example, in mathematics, pupils are continually assessed through targets written throughout their workbooks. This is a satisfactory system of assessing individual pupils' progress both informally and with their own self-evaluation in place. There are also 'mini' half-termly interviews with pupils to set targets of which they have ownership. This is benefiting older pupils, but younger pupils need considerably more guidance with this process.
44. In English, pupils have their own portfolio of creative writing that is set in the context of classroom work. Staff then use the published 'level descriptors' to assess the pupils' level of achievement. In science, there are end-of-topic assessments that become more formal with Key Stage 2 pupils but are mostly assessing the level of oral work with younger pupils. Assessment in the foundation subjects is through general monitoring of progress and many subjects, as yet, lack a robust system of agreed reporting and recording. The use of standardised tests is included as an integral part of the school's assessment procedures and a range of commercial schemes is also used in addition to National Curriculum tests. The analysis of test results undertaken by the co-ordinator is an effective system of assessment, informing the areas of improvement needed for individual pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The majority of carers and parents who contributed their views to the inspection indicated that they valued their good relationship with the school and made positive comments about this and other matters on the questionnaire. They were clearly supportive of the school and were pleased that their children were liked and were expected to work hard. Parents are also pleased with children's good behaviour and the good standards of teaching. Most rightly believe that the school is well led and managed, that their children make good levels of progress and that they are helped to become mature. Inspection evidence supports these views. However, some parents expressed concerns about the consistency and quality of homework provided by the school. Inspection evidence indicates that provision is satisfactory overall, although the amount of homework increases as the pupils become older and there remain some inconsistencies between classes.
46. Most parents appreciate the good quality of information received from formal and informal channels, including the information provided in the school newsletter, prospectus, governors' annual report and parents' evenings. This is complemented by the pupil's annual report that is written in a language which enables parents to follow effectively their children's progress and personal development. Some parents would like to see further opportunities given to discuss their child's progress. Parents are actively encouraged to support their children's learning but very few parents actually take up these opportunities, at least in school. The school is aware that such involvement is sparse and could be improved. It therefore continues to encourage the active participation of its parents and the community in the wider life of the school.

47. Parents are kept well informed about children who have special educational needs. They are encouraged to become involved by attending termly reviews. The relationships between parents and the school have been strengthened further by the home-school agreement, which most parents have signed.
48. Most parents actively support the parent teacher association and an enthusiastic and hard-working committee ensures that there are frequent opportunities for parents to meet socially and to support the school's fundraising efforts. The association hosts many events including discos for parents and families. This enables the school to purchase learning resources and therefore supports standards of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good and remain central to its continued growth and development. The school is well led by the headteacher who has a clear sense of vision and provides good educational direction. There have been considerable improvements in both the management of teaching and the monitoring of school performance since the previous inspection. Together with other senior staff and governors, the headteacher has a clear commitment to raising standards and establishing challenging targets for school improvement. Although in post for less than two terms, the headteacher has continued to build on the strengths of the previous administration whilst bringing about her own set of priorities for the future development of the school. She has, for example, been instrumental in introducing a greater sense of teamwork and staff development although some of this work remains at an early stage, particularly in relation to the responsibilities of the subject co-ordinators.
50. The role of the subject co-ordinators has been well examined by the headteacher but, with the exception of a few established co-ordinators such as those for English and mathematics, they have created as yet little impact on standards in their areas of responsibility. The co-ordinator's role is particularly weak in relation to the monitoring and evaluation of standards and the quality of teaching in subjects other than English and mathematics. Some of this is carried through to a satisfactory level by the headteacher, but with too little input from the co-ordinators and governing body. Where some monitoring has occurred, for example in English and mathematics, the influence of the co-ordinators on their subjects has been relatively good. However, the monitoring and evaluation of the wider curriculum, together with the overall quality of teaching, have not been consistently carried out. This leads to uncertainties about what priorities should be expressed in each subject area in the annual development plan including an understanding where teaching skills have to be strengthened. Many co-ordinators are relatively new to their responsibilities and have restricted their monitoring to the scrutiny of planning rather than educational outcomes.
51. The governing body meets statutory requirements and makes a satisfactory contribution to the life of the school, although there are areas of weakness in its work. Together with staff, the action taken thus far to bring the school out of 'special measures' has helped create a good platform for the school's future. The governing body meets regularly and has established a range of useful working committees designed to carry out much of its routine work. Some of these have tended to be in name only and, collectively, have not yet had the desirable impact on standards. While meeting statutory requirements, governors are not particularly involved in the forward, strategic planning for the school's future. Their influence, for example, on school development and policy making has been too fragmented. However, as a committed group, they now have a growing sense of the strengths and weaknesses of the school and are endeavouring to ensure that the aims of the school are met.
52. There is good co-ordination provided for pupils with special educational needs. The co-ordinator is well qualified and experienced in teaching pupils with learning difficulties. She

ensures that all pupils are identified and assessed as quickly as possible when they enter school. The school special needs register is comprehensive and regularly reviewed. Staff are given appropriate guidance in writing individual education plans and these are of good quality. Every effort is made to ensure that procedures are followed according to the Code of Practice and there is good leadership in evaluating progress and tracking pupils' strengths and weaknesses across the school.

53. The annual school development plan is a well produced document and gives an accurate assessment of future areas for growth. However, more frequent and better informed contributions are needed from subject co-ordinators about their own responsibilities. The plan makes appropriate links with available finance and contains clear statements about where their responsibilities lie, together with how the school will evaluate its future developments and progress. The action taken to meet the school's declared priorities and current targets is good.
54. The finances of the school are well administered and monitored by the headteacher, finance officer, governors and school secretary. The recent school audit showed that good financial systems and procedures are in place. Grants are used and monitored correctly although an excessively high contingency fund has been allowed to accrue, without a firm commitment as to how this will be spent. Good links are made between the annual budget and the priorities expressed in the school development plan. The school is an efficient unit and has consistently maintained an annual credit balance. The school secretary is an experienced and efficient member of staff and her everyday routines are effectively and speedily carried out. Together with the headteacher, she provides an ideal first contact for parents and visitors.
55. Current staffing levels are satisfactory in meeting the needs of the pupils and the statutory requirements of the National Curriculum. There are also some good and some unsatisfactory examples of the wider use of support staff and this provision is not always monitored and evaluated on a regular basis. The use of a bilingual assistant in the nursery is ensuring that children with English as an additional language are particularly well provided for. The accommodation is satisfactory overall for the needs of the pupils although space is rather limited. The Year 1 morning group has to meet in an atrium and disturbances inevitably occur as pupils and staff walk by. However, the main accommodation is bright and welcoming and staff ensure that pupils' displayed work is valued and used well to encourage further learning. The outdoor provision is good. The quality of learning resources is sound overall and represents satisfactory understanding and application of the main principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue the improvement in pupils' standards and the quality of education provided by the school, the governors, headteacher and staff should:

1. Improve the quality of pupils' writing by:

- critically examining the framework in which pupils write. Plan for a greater range of opportunities and contexts that will enable pupils to develop their basic writing skills across the curriculum, including the use made of various styles for different settings and audiences.
- developing a more rigorous system of teacher marking to bring consistency towards some of the good practice that already exists. Ensure that pupils are clear as to how their written work could be improved over time.

(Paragraphs 3,4,7,8,21,22,72-83 and 90)

2. Raise standards in mathematics at Key Stage 2 by:

- continuing to monitor and evaluate pupils' current standards, particularly in relation to identifying areas of difficulty they experience.
- ensuring that there is systematic and even coverage of the mathematics curriculum and that pupils readily identify their present learning with the knowledge and understanding they have experienced in the past. Encourage the use of good mathematical language.
- developing the mental strategies needed by pupils to work at speed, including greater understanding of which mathematical processes are needed to solve everyday problems.
- extending the use of numeracy across the curriculum so that pupils gain greater insight as to how mathematics can support their wider learning.

(Paragraphs 8,21,22,84-92)

3. Raise standards in information technology at Key Stage 2 by:

- improving teachers' subject knowledge and giving them greater confidence to use information technology more effectively in their everyday work.
- increasing the range of experiences given to pupils including improved use of contemporary software.
- extending the availability and use of information technology to help support learning in other subjects.

(Paragraphs 8,21,23,82,98,100-104,108,112,117 and 135)

4. Improve the impact of the subject co-ordinators on pupils' standards and the quality of teaching and learning in their subject areas by:

- building on the good practice that already exists in some core subjects.
- ensuring that they all have clear, manageable targets for subject growth and development and that these are monitored and evaluated on a regular basis.
- ensuring that pupils' standards, together with the quality of planning, teaching and learning in each subject, are assessed regularly and, as a result, pupils reach their potential in each area.

(Paragraphs 49,50,53,99,104,108,112,117 and 135)

5. Extend the governing body's influence on the life of the school by:

- it becoming more involved in joint planning for the school's future development alongside the headteacher and senior staff.
- ensuring it has more influence on policy-making and extends its work to monitoring and evaluating the school's performance set against its declared targets and priorities.

(Paragraphs 50 and 51)

As well as the above key issues, the school should consider adding to its action plan the following :

- a regular review of the use made of support staff to ensure that they are being used in the

most effective ways to encourage pupil progress and raise their basic standards.
(*Paragraphs 20, 41, 55, 80*)

- consider the contingency balance that has accrued over a lengthy period, ensuring that it is spent in accordance with the school's current priorities. (*Paragraph 54*)

Note: Several of these areas for improvement have been targeted already by the school and appear in its annual development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	32	48	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR–Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	25	116
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	20	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.3
National comparative data	4.3

Unauthorised absence

	%
School data	1.4
National comparative data	0.3

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	11	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total of pupils	14	13	15
Percentage of pupils at NC level 2 or above	School	93 (94)	87 (82)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total of pupils	14	15	14
Percentage of pupils at NC level 2 or above	School	93 (94)	100 (100)	93 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Individual totals for girls and boys are not given because of the very small number of boys in the 2000 cohort.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	15	10	14
Percentage of pupils at NC level 4 or above	School	88 (87)	59 (80)	82 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	11	16	17
Percentage of pupils at NC level 4 or above	School	65 (80)	94 (80)	100 (87)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year. Individual totals for girls and boys are not given because of the very small number of girls in the 2000 cohort.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	8
Bangladeshi	0
Chinese	0
White	88
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	26:1
Average class size	26.8

Education support staff: Y R – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	81

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25 FTE

Total number of education support staff	2
Total aggregate hours worked per week	55

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	271,794
Total expenditure	271,926
Expenditure per pupil	1,970
Balance brought forward from previous year	39,727
Balance carried forward to next year	39,595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	20	6	0	0
My child is making good progress in school.	57	33	6	0	4
Behaviour in the school is good.	53	37	2	2	6
My child gets the right amount of work to do at home.	42	30	23	2	2
The teaching is good.	61	33	4	0	2
I am kept well informed about how my child is getting on.	51	24	18	4	2
I would feel comfortable about approaching the school with questions or a problem.	63	33	4	0	0
The school expects my child to work hard and achieve his or her best.	69	27	2	0	2
The school works closely with parents.	39	43	10	2	6
The school is well led and managed.	59	35	0	4	2
The school is helping my child become mature and responsible.	67	29	2	2	0
The school provides an interesting range of activities outside lessons.	36	32	15	2	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children in the Foundation Stage are taught in a part-time nursery and a full-time reception class that also contains 7 Year 1 pupils. At the time of the inspection, there were 50 part-time children in the nursery supervised by a teacher, nursery nurse and bilingual assistant, and 18 children in the reception class, taught by a teacher and part-time support assistant. Sixty-eight children in the school were under 6 years of age at the time of the inspection. Children usually spend up to three terms in the nursery before starting statutory schooling in the reception, although there are currently some three-year-olds who will spend up to 5 terms in nursery before transferring to the reception class. Almost all reception children attend a nursery before taking up a full-time place in the reception class. Children are admitted to the reception class on a full-time basis every September in accordance with local education authority policy and the admission programme agreed through the local catholic diocese. Children in the nursery are taught in recently built accommodation slightly away from the main school building, while reception children have a classroom adjacent to others in the main accommodation.
58. Children's attainment is formally assessed at the time of their entry to both nursery and reception classes and this is re-assessed as they leave, normally every July. The results indicate that there is a wide range of attainment levels present, but that children's standards on entry to both nursery and reception are below and sometimes well below average overall. Assessments show that, particularly in the nursery, significant numbers of children have lower than average English language and communication, personal and social skills and knowledge and understanding of the world.
59. Children in both nursery and reception classes make good progress in all areas of learning. This is due to the efforts of an experienced team of teachers and support assistants combined with good imaginative provision that clearly and successfully targets the early learning goals designed for children of this age. The quality of teaching in particular is almost always good in both classrooms and sometimes very good. This represents a very good improvement since the previous inspection, when the planning for the under-fives was incomplete and the quality of teaching, particularly in the nursery, was unsatisfactory. The current provision for Foundation Stage children is now good and a growing strength of the school. Children in both classrooms are well prepared for their later work in the National Curriculum and most are likely to reach the standards expected for their age in all areas of learning by the end of their reception year.
60. The quality of teaching in the nursery and reception classes across all areas of learning is good overall. Teachers have a clear understanding of the children's needs, they manage the children and their classrooms very well and have high expectations of what children can achieve, particularly in their personal and social development, where there are weaknesses on entry. They know the children well and use good techniques of questioning and other provision to challenge children of different levels of attainment. Teachers also use assessment information effectively to plan the next steps of learning for the children. Support staff, including the bilingual assistant in the nursery, work well with the teachers and provide good support, especially when working with small groups of children.

Personal, social and emotional development

61. Children's personal and social development is likely to be in line with the national expectation by the end of their reception year. Children in both nursery and reception classes make good

progress in this area of learning and the quality of their learning is also good. Teachers place strong emphasis on ensuring that children feel secure in their new classrooms and this enables them to settle and gain confidence very quickly. They wear the school uniform with pride and this helps them feel as if they belong to the wider school family. Children establish very good relationships with each other both quickly and well, and the school's code of conduct is readily understood. Many opportunities and learning resources are provided by teachers enabling children to concentrate and persevere with their learning during a wide variety of indoor and outdoor activities. In these situations, children show satisfactory levels of independence when choosing an activity and need minimum guidance and support from staff. The nursery building had to be closed for a day during the inspection week and children showed good levels of maturity in 'coping' in the school hall. In the 'home' corner and around the water and sand trays, children share and take turns with minimal disruption and handle equipment with care and respect. Most acquire a strong sense of right and wrong as part of their contact with adults and each other.

Communication, language and literacy

62. By the end of their reception year, children's standards in this area of learning are expected to be in line with the national expectation. The progress children make in this area of learning is good mainly because of the improved language provision and the more effective teaching that occurs throughout the Foundation Stage. Children in both the nursery and reception classes are given a good balance of opportunities to develop their skills of speaking, listening, reading and early attempts in writing. In the nursery, children are expected to listen attentively to adults and to participate in reading the words within the big books that teachers share with the whole class, particularly in reception. All children take some form of reading books home on a daily basis and parents' and teachers' evaluations of how well the children are doing are shared effectively to help promote further learning.
63. The teaching of reading is also helped by the various captions that support displayed work in both classrooms and therefore that surround children on a daily basis. In the nursery, very young children were seen to be turning pages of a reading book with care and quickly learn basic book conventions. Children in both classrooms are encouraged to think about initial sounds and to find and to write the shapes of letters in controlled and free situations. By the time they enter the reception class, a few higher attaining children can read simple texts independently and are keen to share their successes with staff and visitors. In the nursery, an early task is for children to recognise and eventually attempt to write their own name and this they do with reasonable success. In the reception, a lot of early writing is undertaken successfully as part of the children's work on famous fables such as 'Goldilocks' and 'The Three Little Pigs'. Only a few higher attaining children are able to write at greater length using a wide range of vocabulary. However, most children use a 'keywords' vocabulary in order to write about their families and everyday events. As part of 'Jack and the Beanstalk', children write vocabulary on the lower leaves of the beanstalk. Children in reception also have their own handwriting workbook in which they develop their skills of letter formation. As children get older, they take up a few elements of the Literacy Strategy and this helps to prepare them well for the National Curriculum in Year 1.

Mathematical development

64. By the end of their reception year children's standards in mathematical development are anticipated to be in line with the national expectation. The quality of teaching and learning is good and children make consistently good progress across the Foundation Stage. In the reception class, children begin to recognise the numerical value of digits between 0 and 10. Most go on to add and subtract numbers to ten and sometimes beyond with reasonable confidence and accuracy, with the more able calculating mentally to a good speed. Children in nursery make collections of cylinders and other shapes and know some of their names. It is mainly in reception that they begin to talk about the properties of different shapes such as a square and a rectangle. A great deal of emphasis is placed in both classrooms on children

beginning to sort and classify by using colour and to define length comparisons in terms of longer and longest. Teachers generally provide a good balance of opportunities for children to cover these and other aspects of mathematical learning. Mathematical development is also taught well through themes developed alongside well-known fables. In the nursery a few children showed early understanding of mathematical language such as 'one more than.' Adults use a good variety of learning resources to stimulate learning; for example in the nursery, teachers use attractive cut-outs of elephants mounted with numbers and months of the year. There are regular opportunities given in different situations, for children to consolidate and develop their concept of number, shape and colour. In nursery, a three-dimensional display of 'five little ducks' is used well as a basic introduction to counting.

Knowledge and understanding of the world

65. By the end of their reception year, children's standards in knowledge and understanding of the world are expected to be broadly in line with those anticipated nationally. Children make good progress overall, mainly as a result of wide provision and good quality teaching and learning. As a support to both this area of learning and their English language development, children in the nursery and reception classes are given good opportunities to explore and role-play in the 'home corner.' In the nursery, they learn more about themselves and people in the community and their good work is displayed under 'All about me,' and 'People who help us.' Nursery children also carry out their own weather observations and recordings and study the nature and number of pets among the various families. Staff place much emphasis on looking at real things and watching plants grow. Reception children carry out a detailed piece of work on beans by growing and measuring the height of shoots and by linking their work to language through the introduction of 'Jack and the Beanstalk.'
66. The beginnings of science are introduced well into the Foundation Stage with the nursery teacher leading a piece of work on separating shiny and dull surfaces and reception children becoming involved in close observations of living things. The snowy weather was used satisfactorily as a sudden and thought-provoking opportunity for knowledge and understanding of weather and its impact on their surroundings. Children in both classes study the imaginary journeys of animals who send postcards from 'wide-ranging destinations' and which are then located on a large map. Reception children extend their written language by writing postcards of their own.
67. Children in reception are helped by pupils in Year 1 to make bridges following their work on the 'Billy Goats Gruff.' All children in the Foundation Stage are given good opportunities to experiment with simple constructions using their imaginations and a wide range of attractive building materials including interlocking blocks. By the end of their reception year, children show a growing awareness of their environment and can identify and talk about photographs depicting people who visit or work in the school. Standards of work on computers are broadly at the level expected for the age of the children. Some of the work is rather repetitive but most children enjoy a good grounding in early keyboard skills as well as an introduction to various games and activities that help develop early language and numeracy skills.

Physical development

68. By the end of their reception year, it is likely that children's standards in physical development will be in line with national expectations. The quality of teaching is good overall and children make rapid progress in their work. Facilities for physical development are generally good with safe access to outside areas and a large hall for indoor work. Within this setting, children in the nursery develop satisfactory levels of confidence, control and co-ordination during the times when they are outside using a range of 'sit on and ride' toys and small equipment such as balls. In the hall they move well to music and can capture mood and expression through various parts of their bodies. These skills are further developed during the children's time in reception and children make good progress in their abilities to choose and apply skills and actions in sequence. In one lesson, children performed particularly well in being able to

express happy and sad moods through their body movements. During such sessions, the teacher makes good use of children's own work as a source of demonstration to encourage others. As is common at this age, children show widely varying abilities to dress and undress themselves for physical activity. Teachers show good awareness of the importance attached to children's physical development and also give ample practise in their classrooms for holding pencils and crayons correctly and developing hand/eye co-ordination through the use of numerous cutting and tearing activities, frequently linked to creative development.

Creative development

69. Children's standards in creative development are likely to be at the level expected for their age by the end of their reception year. This too is an area particularly well provided for. Creative development is also taught well, leading to rapid progress. Children in the nursery are given many good opportunities to explore colour, texture and sound. The displayed work in particular illustrates the importance of artistic work in children's creative development. Children in the nursery paint on a very regular basis using a good blend of media. Their work is bright and frequently well proportioned, illustrating good levels of observation where this is the skill being taught. Children in both classes show good and instant recognition of primary colours and, when painting, mix colours successfully to create their desired effects. Most know the difference between warm and cold colours and an impressive display of their finished work is mounted for all to see. In the reception class, children make good puppets to illustrate stories in literature and there are some colourful paintings and friezes depicting favourite fables such as 'The Three Little Pigs.'
70. In the 'home corner', teachers provide a range of resources for children to role-play. Most children become absorbed quickly in such imaginative play and this supports language and creative development. In music, children respond very well to opportunities to explore the sound of different banging and shaking musical instruments. Children follow the teacher's instructions very well and explore a variety of sounds effectively. The children also show much enjoyment when learning actions and words to new songs. In reception, children build upon these skills effectively when singing an action song for 'Pancake Day.' Singing is very tuneful and teachers are very good at leading informal singing sessions at short notice, including nursery rhymes and other familiar songs, some of which are learned in an assembly setting. When the children work in groups, teachers and nursery nurses extend the children's learning effectively through good questioning techniques that challenge children of all abilities. Children with English as an additional language make good progress in the nursery due to a very rich language environment and also the work of a support assistant who is a fluent Urdu speaker.
71. The Foundation Stage is well led by the deputy headteacher. Teachers plan in a very corporate way and there are very good links between the two classes even though the children are taught in mainly different areas. The resources for this Stage are good, bright and well used by children and staff.

ENGLISH

72. The results of the 2000 national tests for pupils at the end of Key Stage 2 indicate that standards in English are broadly average when compared to all schools nationally and well above average when compared to similar schools. Although the percentage of pupils reaching the basic level for their age was above average, fewer pupils than average reached the higher level for their age. Over the period 1998 to 2000, the performance of pupils at the school exceeded the national average for their age, with boys doing generally better than girls. It must be remembered that the numbers of pupils taking the tests in Year 6 are relatively small and there are therefore difficulties in making valid comparisons to the national average. Standards seen during the inspection do not reflect the achievements of previous years. The current Year 6 are achieving below average standards in reading and writing. The year group contains fewer than 15 pupils and a significant number of these have special educational

needs. Although pupils achieve as well as can be expected, few are in line to attain higher levels in national tests.

73. The results of the 2000 national tests for pupils at the end of Key Stage 1 indicate that standards in reading are in line with the national average but standards in writing are below average. In comparison to similar schools, standards were above the national average in reading and in line with the national average in writing. However, fewer than average pupils reached the higher levels in both reading and writing and this tended to have an adverse impact on their overall average scores. Over the period 1998 to 2000, the performance of pupils has been broadly in line with the national average in reading but below the national average in writing. Boys and girls have done broadly the same in reading during that period, but boys have done rather better than girls in writing. As at Key Stage 2, the numbers taking the national tests is relatively small year on year and the performance of only a few pupils can make considerable difference to the overall picture relating to attainment. The inspection findings indicate that standards among the current Year 2 pupils are broadly average in reading, but below average in writing. Although most pupils achieve well relative to their prior learning, few pupils are in line to attain the higher standards for their age. Although attainment in English fluctuates considerably year on year depending on the size and nature of each cohort of pupils, current standards at both key stages reflect broadly the same picture as that indicated at the time of the previous inspection.
74. Speaking and listening skills are satisfactory throughout the school. By the end of Key Stage 1 most pupils express their thoughts clearly and confidently. They listen to others and give appropriate responses to questions and reactions to the ideas of others. A year 1 pupil, for example, told the story of 'Goldilocks' using the pictures in the book to help with the details. Year 2 pupils were seen discussing patterns on fabric during an art lesson, comparing them with those which they had drawn themselves. Pupils develop good listening skills at Key Stage 2. They are attentive to their teacher and to one another. In a music lesson, for example, both speaking and listening were promoted well when pupils described to the class the instruments they had made, while others had to identify the instrument from the description. Pupils read confidently during assemblies. Older pupils speak with assurance about the things that interest them but there are too few opportunities for drama and role-play to challenge pupils further in their speaking skills.
75. Standards in reading at Key Stage 1 are broadly average although the proportion of pupils likely to reach the higher level is below the national expectation. Progress throughout the Key Stage is good. Basic reading skills are taught well and pupils gain a secure knowledge of letter sounds which helps them to read unfamiliar words. They read familiar words accurately and are enthusiastic about their reading in general. Most pupils can talk about the books they have read and know the meaning of 'title', 'author', and 'illustrator'. Higher attaining readers distinguish between fiction and non-fiction and know that contents and index pages can be used to locate information. Pupils at Key Stage 2 build well on earlier skills. They develop a lively interest in books and become independent readers. Most pupils in Year 6 read chosen texts accurately, increasing the range of their reading. However, more demanding reading skills that would enable pupils for example to infer, predict or research to a good standard, are lacking in all but the most able readers. Consequently the overall standards in reading by the end of Key Stage 2 are below those expected for the age of the pupils. The most able readers are fluent and read with expression. They talk with conviction about some of the books they enjoy most such as 'Anne of Green Gables' and 'Little Women,' as well as some titles from modern authors.
76. Standards in writing are below average for pupils at the end of both key stages. Most pupils in Year 2 convey meaning clearly in simple sentences but their ideas are not sustained. Sentences are sequenced logically and the use of capital letters and full stops is becoming more consistent. Most pupils spell simple words accurately and letter formation and handwriting are increasingly legible. More able writers give clear, well sequenced instructions on for example 'how to get to Paul's house', and improved their writing skills when using the computer to write about characters in the story of Rama and Sita. Pupils have a limited

vocabulary, however, and most are unable to sustain ideas in order to create extended narrative or to begin to write in a range of styles. By Year 6, pupils practise an increased range of writing, including narrative, factual writing and scripted dialogue. Pupils begin to sustain ideas when writing narrative such as 'The mysterious cottage' and make reasonable attempts at more adventurous phrases to gain a better effect. For example, writing such as 'The front door was falling off its hinges', and 'John and Lucy crept into the house and their faces turned pasty white', show increasing awareness of audience. However, only higher attaining pupils have a sufficiently wide vocabulary to explore and express ideas in an interesting way when writing for different purposes. There are not enough planned opportunities for pupils to organise, draft and edit their work in order to improve their style. Spelling is generally accurate because it is taught systematically and standards of handwriting are satisfactory.

77. The quality of teaching and learning throughout the school is good. Of the lessons seen, seventy-five per cent were good or better. There was no unsatisfactory teaching. This represents a considerable improvement in the standards of teaching reported during the previous inspection. Pupils make good progress overall because of the consistently good teaching in lessons and the emphasis on building vocabulary. A good example was seen in the work of a below average writer, whose writing was limited to simple statements in September. By February the same pupil was able to write independently, 'I was riding my bike down the hill. Suddenly the brakes did not work and I did not stop.' The school has also embraced the National Literacy Strategy well.
78. Throughout both key stages lessons have a clear structure. Basic reading and spelling skills are taught effectively. The school integrates guidance on using 'grammar for writing' into planning and this is beginning to have a positive effect on pupils' standards. For example pupils in Years 5 and 6, explore the use of punctuation in extended sentences before beginning to write an explanatory text.
79. All teachers have good subject knowledge and effective understanding of the Literacy Strategy. Consequently lessons are planned well. Teachers make it clear to pupils what they will be learning during lessons, so pupils know what is expected of them. Very good relationships are established. This enables teachers to manage pupils very well. The resulting good behaviour is a significant factor in their learning and progress, because most pupils work hard and do not waste time.
80. Teachers use resources well and choose teaching strategies which interest and motivate their pupils. In a Year 2 lesson pupils enjoyed the excitement of a 'bingo' game which helped both their word recognition and general reading. Teachers' marking is generally supportive and encouraging but is not used consistently well across the school, for example in indicating to pupils how they might improve their work. Additional adult help is sometimes available, but the skills of classroom assistants are sometimes not used sufficiently well to ensure all pupils take part fully in lessons. This results in some groups not making the progress expected of them. The wider use of literacy across the curriculum is being reviewed currently by the school. This is appropriate as there are several areas of learning where this could be strengthened in order to extend the writing skills of the pupils.
81. Pupils with special educational needs and those for whom English is an additional language make good progress. Teachers plan work that is well matched to the pupils' abilities and their learning is usually presented in small, meaningful steps, allowing them to taste success at regular intervals. Statemented pupils in Years 5 and 6 make particularly good progress because of the additional support that is offered to them.
82. The full potential of the school's information communications technology equipment is not sufficiently used to support writing. By Year 6 most pupils have reasonable competencies in word processing, but too few opportunities are given for pupils to use their skills more creatively to improve the quality and range of their writing.

83. The subject is well managed and led. The experienced co-ordinator shares with colleagues a clear commitment to improving standards and uses her subject knowledge well to influence planning and practice. The quality of teaching and learning has been monitored on a regular basis together with a close analysis of pupils' work. This has helped to give a clear indication of strengths and weaknesses within the subject. The action taken to meet the school's targets in English is good. Resources for literacy are satisfactory overall. There is a good range of attractive fiction books used across the school and the non-fiction library is well stocked.

MATHEMATICS

84. The results of the 2000 national tests for pupils at the end of Key Stage 2 indicate that pupils' standards in mathematics were below average when compared to all schools and in line with the national average in comparison to similar schools. Although the percentage reaching the higher level was identical to the national average, fewer pupils in total reached the basic level for their age. The year groups in this school tend to be much smaller than average and the performance of only a few pupils can affect significantly the school's overall scores. Taking the performance of pupils between 1998 and 2000, pupils at this school scored just above the national average with boys doing better overall than girls in the same period. Inspection evidence, including the observation of lessons and the analysis of pupils' work, indicates that standards at Key Stage 2 are below the national average, although pupils achieve satisfactorily in relation to their previous learning.
85. The results of the 2000 national tests for pupils at the end of Key Stage 1 indicate that pupils' standards were well above the national average in relation to all schools but also in relation to similar schools. Although the class contained only 15 Year 2 pupils, they achieved well in relation to national averages, particularly in the proportion achieving the higher levels for their age. Between 1998 and 2000, the trend in Key Stage 1 mathematics has been steadily upward and pupils have scored above the national average during that period. The inspection evidence is that the current Year 2 are a lower attaining group and standards in mathematics are currently in line with the national average. Although results continue to fluctuate year on year, there has been satisfactory improvement in mathematics across the school since the previous inspection. There is now good evidence of the school tracking the progress of pupils across the two key stages and a detailed audit of results being used to plan lessons that help target the weakest areas.
86. By the end of Key Stage 2 pupils are able to work with numbers up to thousands but many have difficulties with mathematical language and this affects their understanding of what they need to know in order to apply their skills. Most pupils attempt long multiplication but they have genuine difficulties with inverting this skill to succeed with division. Pupils in Year 6 are covering a range of work to improve problem solving but many have difficulties in understanding the questions and require additional support in order to complete these accurately. Pupils with significant special educational needs have specific support targeted at addressing their learning difficulties but their work is still well below the expected levels at this stage. Most pupils at Key Stage 2 are beginning to understand factors and use these to work in fractions. They set their work out correctly and neatly. They also have knowledge of 2 and 3-dimensional shapes but require assistance in applying this knowledge to properties. Pupils worked diligently in a lesson on area that was planned to include all pupils initially in a practical demonstration of how to calculate the area of a newspaper and then a postage stamp. Most pupils understand how to estimate the surface area of an object and how this can lead to a formula but many require additional support when they work individually on adapted worksheets in order to apply new found knowledge.
87. Pupils make satisfactory progress with both direct teaching and group work in order to improve their mental mathematics, an aspect of their work that is being targeted as an identifiable weakness based on test results. Pupils at Key Stage 2 have limited previous mathematical experience in aspects such as problem solving because a significant number have attainment

levels that are below average. However, pupils in Years 3 and 4 show average levels of knowledge and attainment in applying place value systems. Many pupils work rapidly using their own sets of digit cards to work out 124×10 . These pupils also have experience of the relationship between multiplication and division but about half of the pupils have difficulty with the inversion and some lack the mental strategies to reach conclusions quickly.

88. Pupils at Key Stage 1 achieve levels more in line with the standards expected for their age. The highest attaining pupils can name 2D shapes, count to 100, complete simple addition and subtraction and many can apply this knowledge to practical tasks such as solving mathematical problems. By the end of this key stage, pupils recognise patterns and relationships between numbers and are confident when counting on in 3's, 4's and 5's to at least 100. A small proportion of pupils can continue counting on in 6's and extend the result to well over 100. There are also some pupils with special educational needs at Key Stage 1 who require additional support and this is well targeted during lessons to assess which pupils require the most support.
89. The quality of teaching and learning is good at both key stages. Teachers' knowledge and understanding of numeracy is a strength of their work and they use the analyses of test results well to monitor and target pupils' strengths and weaknesses. The effectiveness of planning in mathematics is also good and staff work together effectively in order to moderate pupils' work. The levels pupils achieve are then evaluated and used to improve teaching methods. There are, however, some discrepancies between teacher assessments and the levels the pupils actually achieve in the tests, particularly at Key Stage 2 and the significance of this is being examined by the teachers to ensure it does not become a trend. Pupils with special educational needs are given additional support and resources such as the roamer (the pre-programmable robot) and specific computer programmes are used well in lessons to provide reinforcement of areas requiring further practice. Work on data handling and spreadsheets at Key Stage 2 is reinforced in this way.
90. Pupils at both key stages are interested in mathematics and show improved levels of independence in lessons because teachers plan and organise their work effectively. Assessment is used both formally and informally in classes. The quality of marking is variable between classes and some has a tendency to be unhelpful to pupils at various stages of their mathematical development. Staff share the responsibility for recording pupils' progress in mathematics by scrutiny of work and test results and they also encourage pupils to evaluate their own progress. One class at Key Stage 1 had a very effective support system that was used to record pupils' responses during a lesson on multiples and the results were used in order to identify individuals who needed additional help. The Numeracy Strategy has been well integrated into everyday mathematics teaching and is helping to improve the mental strategies of pupils, although these are below average overall, particularly at Key Stage 1. All lessons end with a class discussion to assess whether the objectives have been achieved. This also provides an opportunity to discuss homework. Pupils with special educational needs are making good progress at a level related to their learning needs. There is good evidence of mathematics being used across the curriculum, for example in science. Among other examples seen, pupils were encouraged to think logically and relate numbers to scores in music and also use numerical correspondence in keys to maps and plans in geography.
91. Pupils' progress and achievements are strengthened by their very good behaviour and attitudes towards their learning. They show enthusiasm and good levels of concentration in lessons and are very eager to respond to questions, waiting patiently with their hands up as the teacher chooses someone to answer. Many pupils at Key Stage 2 are prepared to go out to the front voluntarily to demonstrate a formula for area, including several pupils with significant special educational needs. At Key Stage 2, there is excitement and controlled eagerness to answer as the teacher asks quick fire questions as they learn about multiples of 3, 4 and 5. They also enjoy chanting and clapping to a number association game to start the lessons on multiples. Pupils with special educational needs and those pupils with English as an additional language maintain very good interest and levels of concentration at both key stages.

92. Mathematics is in line with the requirements of Curriculum 2000. Resources for the subject are good and are used well including adequate use of information technology. The numbers of support staff and other adults to help in mathematics are good, although more could be done to extend the learning of some groups of pupils by their more careful, planned use. The management of the subject is very good and the co-ordinator has a clear grasp of the requirements of her role. She supports her colleagues very well and is the key person for analysing test results and tracking and targeting pupils across the key stages. Her own specialist qualifications and experience across a wide range of teaching phases have brought vitality and enthusiasm to the subject. Staff have developed an effective team approach designed to improve standards of mathematics in the school.

SCIENCE

93. The results of the 2000 national tests for pupils at the end of Key Stage 2 indicated that pupils' standards in science were broadly in line with the national average. The percentage of pupils reaching the expected level for their age and those reaching the higher level were broadly in line with those found nationally. In comparison to similar schools, standards were above the national average. Between 1998 and 2000, the performance of pupils at this school exceeded the national average for their age group, with boys doing marginally better than girls. It must be remembered that the number of Year 6 pupils on roll is relatively small in this school and this can minimise the value of any national comparisons. The current Year 6 also has significant numbers of pupils with special educational needs and this also affects performance overall. Despite these factors, inspection evidence confirms that by the end of Key Stage 2 attainment in science is average. This represents an improvement on the standards reported during the previous inspection.
94. The results of the 2000 teacher assessments in science for pupils at the end of Key Stage 1 indicated that standards were in line with the national average. The percentage of pupils reaching both the expected and higher levels matched the national picture. Pupils performed particularly well in relation to their knowledge and understanding of materials and living processes, but were relatively weak in terms of physical processes. Even though the current Year 2 class is small, inspection evidence confirms the broadly average standards being achieved at Key Stage 1. This too represents a slight improvement on the previous inspection. At both key stages, pupils achieve well relative to their prior attainment and this suggests that standards are at an acceptable level overall.
95. By the end of Key Stage 1 pupils have been introduced to a satisfactory range of topics and experiences in science, although there is still insufficient emphasis on investigational work. Pupils learn from an early stage to record their work using their own notes and diagrams, rather than slavishly following a commercial worksheet. This is good practice and extends to Key Stage 2 where clear progress has been made. A relative weakness at Key Stage 1 is the lack of written predictions made by pupils before an experiment takes place and the later evaluation of what occurs. Year 2 pupils cover some basic knowledge about electricity and show clear understanding of the components of a simple circuit and what is needed to light a bulb. They also make a satisfactory study of sound including how various sounds are created and how sound travels. In some topics, the pupils' recorded work is neatly transferred into a table or onto a simple graph and this also helps the data handling aspects of their mathematical development. During a lesson on what causes ice to melt, Year 2 pupils were led to set up a controlled experiment and observed what happened to ice in different locations around the classroom. A strength of the teaching in this particular lesson led to pupils understanding a little more about what makes for a 'fair test.'
96. By the end of Key Stage 2, pupils have made mainly good progress and know more about the nature of investigational work, as well as being able to use successfully their previous knowledge and understanding of science topics. They do particularly well in extending their science vocabulary and much of this is utilised in their own accounts of experiments. A

relative weakness remains in the lack of evaluations at the end of a lesson, with the need for pupils to say exactly what happened and why. However, some of the graphic representation of their results is above average. Some of the work tends to be repetitive of that which is done lower down the school and therefore presents insufficient challenge in the topic for the higher attaining pupils in particular. Better work is done during the topic on forces when pupils go into quite detailed work on air resistance and forces in water.

97. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. This again represents an improved picture on the previous inspection. At Key Stage 1 a strength of the teaching centres on effective planning that ensures pupils' learning is clearly set out and evaluated. There is also consistently good management of the pupils so that little learning time is wasted and the lessons are well paced and interesting. In a satisfactory lesson seen with Year 2, the teacher set up an interesting experiment with ice and although it was very teacher directed and controlled, the pupils learned a great deal about the role of temperature as a factor in ice melting. However, there were some lost opportunities in not directing the pupils' attention more to the outside environment which, at the time, was an ideal location for seeing ice and snow melting naturally but at different rates depending on shade and the direct influence of the sun.
98. At Key Stage 2, pupils learn well as the result of the teacher's good subject knowledge and the pupils' own enthusiasm and physical effort. The oldest pupils in particular show increasing self-awareness of their own learning and the good teaching builds on their previous knowledge and skills in an effective way. In a particularly good lesson involving pupils in Years 5 and 6, the teacher introduced a good session on dissolving. Pupils were asked to predict what would happen to various substances when stirred into hot and cold water. They carried out the experiments in pairs and showed very good levels of collaboration and discussion, factors that also supported their learning. The teacher had high expectations as to the quality of pupils' evaluations and encouraged good use of scientific vocabulary in the written work. As at Key Stage 1, the planning of lessons at Key Stage 2 is very thorough and, wherever possible, pupils' interest, concentration and independence is challenged. Pupils with special educational needs and those with English as an additional language are supported and taught satisfactorily at Key Stage 1 and well at Key Stage 2. At both key stages, the use of literacy and numeracy is integrated well into pupils' everyday work. The use of information technology is relatively limited at the current time and more could be improved to introduce the greater use of computer software into general science teaching and learning. The use of assessment is satisfactory particularly in the analysis of the results from National Curriculum assessments
99. The subject has a new co-ordinator who is just coming to grips with the current strengths and weaknesses of teaching and learning across the school. The monitoring and evaluation of the subject's performance are therefore at an early stage and the co-ordinator has yet to make a significant impact on the priorities expressed in the school development plan. Nevertheless, the action currently being taken to improve standards and to integrate the latest curriculum requirements, are totally appropriate and she shows enthusiasm and commitment for the work ahead. Resources for science are good and are well used by staff and pupils to extend learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. By the end of Key Stage 1 pupils attain the standards expected for their age but by the end of Key Stage 2, standards are below the level expected for the age of the pupils. Pupils at Key Stage 1 achieve at a satisfactory level but those at Key Stage 2 make unsatisfactory progress

mainly due to the lack of structured learning. This represents satisfactory progress at Key Stage 1 since the previous inspection but unsatisfactory progress at Key Stage 2 where pupils' standards have remained low.

101. By Year 6 pupils demonstrate satisfactory knowledge of word processing skills. They enter text and amend their work and combine graphics and text to enhance final presentation. They use CD-ROM and the Internet for independent research for example on the rainforests. Pupils are just beginning to use spreadsheets to simulate models such as the 'cost of a school party' and to input a simple formula to find the total sum. Pupils do not have the skills to control the movements of programmable equipment to the expected level or to use sensor equipment to gather physical data such as temperature changes. By the end of Key Stage 1 pupils gain some awareness of the wider uses of information technology in everyday life including tape recorders and keyboards for music. They link simple text such as names, lists or short sentences, use the delete key to amend their work, save and print. Pupils control the movements of a programmable toy by linking it to the computer and entering simple procedures for it to follow.
102. The quality of teaching and learning is satisfactory at Key Stage 1 but is unsatisfactory at Key Stage 2 in several key elements. Progress over time has been slow, particularly for older pupils because they have not been taught skills in a systematic way. The school has recently benefited from National Grid for Learning funding which has resulted in some new hardware being purchased and upgrading of existing computers. The newly appointed co-ordinator has developed a sound curriculum plan based on national subject guidelines. Consequently the teaching of skills and pupils' progress have speeded up, though there is still some way to go. Pupils have only recently gained access to the Internet, for example, but have not yet been taught to use e-mail, so progress in those skills has fallen behind expectations.
103. Little direct teaching was available for observation, but in the one lesson seen teaching was very good. There was a clear focus on what pupils should know by the end of the lesson, and full use was made of the limited resources available to demonstrate the use of spreadsheets. However, both the provision and teaching at Key Stage 2 are judged to be unsatisfactory over time as pupils lack the overall experience and knowledge anticipated for their age. Teachers' planning indicates occasionally where computers could be used to consolidate learning in other subjects, but there is some reluctance to make information technology more integral to their learning as a whole or to teach the skills of computer technology in a more sustained and progressive way. Pupils show very good attitudes to learning. They are confident and work hard on computers when they are given access to them.
104. Resources are currently satisfactory. The school recognises that more software is required to support the full range of subjects taught. Leadership and management are satisfactory overall. The co-ordinator has already taken some action to improve standards although the monitoring of standards is still at an early stage. Training, in order to increase staff confidence in the subject, is planned through the New Opportunities Fund. There are no systems in place for monitoring teaching standards nor have arrangements for the assessment of pupils' attainment been agreed or record keeping finalised. Although the use of information technology features in half-termly planning, it is not used sufficiently in the support of other subjects.

DESIGN TECHNOLOGY

105. By the end of both key stages pupils attain the standards expected for their age. This represents satisfactory improvement since the previous inspection particularly in relation to teachers' planned provision for the subject.
106. Displays of finished work indicate that pupils gain their skills in a systematic way and work with a typical range of tools and materials. Those in Years 1 and 2 for example examine a selection of puppet templates before designing and making their own. They cut and shape

fabric for the puppet dresses and practise stitches in binka before sewing pieces together. This activity is linked well with literacy, because they follow the instructions set out in a big book called ' Making Puppets'. The 'moving vehicle' built by Year 3 / 4 pupils demonstrated good use of balsa wood to make rigid frames for the chassis, and an understanding of the purpose of axles. Models were well constructed and well finished off. Curriculum planning suggests that pupils build effectively on earlier skills, for example when exploring the use of gears or learning about food technology.

107. It is not possible to make an overall judgement on the quality of teaching, because only one lesson was seen. In that lesson, however, the teaching was very good because the teacher used her subject knowledge well to plan and deliver the lesson. There was a clear focus on teaching a skill, which pupils successfully applied when using levers and linkages to make 'moving pictures'. The subject is well planned for but is not always given sufficient time to ensure pupils make good progress across a wide range of techniques and experiences. The displays of work throughout the school show that pupils are motivated well and take pride in what they do. There is satisfactory emphasis on the 'plan, do and review' approach to pupils' work.
108. The subject is managed satisfactorily. A sound scheme of work provides a good basis for year group planning and national subject guidelines are being fully integrated into the school's scheme of work to ensure statutory requirements are met fully. There is a satisfactory range of tools and materials available to pupils across the school. A weakness is that the quality of teaching and learning is not sufficiently monitored throughout the school and assessment and recording arrangements are unsatisfactory.

HISTORY

109. Standards in history are in line with age related expectations by the end of both key stages. Since the previous inspection there have been improvements in both curriculum planning and in the quality and range of resources available for learning.
110. Pupils in Years 1 and 2 learn history by comparing old and new toys and by finding about events and people in the past. For example they learn about Florence Nightingale within the context of events in the Crimea and set important historical events in chronological order. They know about a time line and how it can be used to show events and inventions from the past. They use the writings of Samuel Pepys to gather information about the Fire of London and compare modern and earlier holidays to see how social events have changed. Pupils in Years 3 and 4 study the invasion and settlement of Britain. They know for example about the Roman military, their influence on building and the life styles of those who settle in Britain. By Year 6, pupils have a sound knowledge of Ancient Greek civilisations. They link their study well to both literacy and numeracy by writing a biography of Pythagoras and exploring some of his mathematical ideas. Pupils also carry out a local study of Accrington and trace events in Britain since the 1930s.
111. No history lessons were seen during the inspection because of the organisation of the curriculum, so no judgement as to the quality of teaching and learning in lessons can be made. However, pupils' work in books and displays is presented neatly and indicates that most have good attitudes to their work and take pride in what they do. Subject planning is clear and meets National Curriculum requirements.
112. Subject management is satisfactory. The issues identified in the previous inspection have been addressed well. The co-ordinator monitors planning and standards in pupils' work but her role does not embrace the monitoring of the quality of teaching and learning. Assessment systems are not yet sufficiently linked to the newly revised curriculum. There is a satisfactory selection of reference books, artefacts and other resources. The school uses the museum

service and the local environment to enhance historical research.

ART AND DESIGN

113. This is now a good subject that has improved considerably since the previous inspection, particularly in relation to the standards that pupils attain together with the quality of teaching and learning. By the end of both key stages, standards are above those expected for the age of the pupils and they achieve well, making good progress across the school.
114. The basics of painting, weaving and collage work are established carefully at Key Stage 1. Pupils are introduced to a wide range of media and repeat some exercises in order to consolidate and then extend their skills and experiences. Pupils in Year 1 learn to observe the colour of their skin at close quarters and then use a mixture of water based colours to experiment with pink tones and hues. Year 2 pupils explore a wide range of materials, both natural and those that have been polished and shaped, and then use these in their own collage, an exercise that develops their imagination well. The same year group design and make puppets using a variety of media and use their artwork to illustrate the story of Florence Nightingale. This blend of learning art techniques and using art to support other curriculum areas, is a good feature of the art provision across the school.
115. The skills and experiences of pupils at Key Stage 1 are carefully built on at Key Stage 2. Art techniques are combined well with design and technology in Years 3 and 4 when pupils make moving vehicles and also when they support their work on contrasting localities in geography. Art is particularly well developed in Years 5 and 6 and progress is heightened within this age group. As part of their work on the conservation of rainforests pupils produce artwork of good quality culminating in an attractive frieze. The same year groups work well to produce various studies in printing, including block printing using polystyrene and printing with a range of shapes and colours onto cloth. Much of this work is linked successfully to symmetry in mathematics or to history in the creation of Greek pots.
116. The quality of teaching and learning is good at both key stages. Teachers show considerable enthusiasm for the subject and their own subject knowledge allows them to introduce techniques to pupils at the right time and level with good emphasis on self-criticism and self-improvement. Good support is offered during lessons, but this is not obtrusive and allows for initiative and self-exploration. Pupils with special educational needs are well supported, particularly at Key Stage 2, allowing them to explore techniques without any sense of inadequacy or failing. Pupils enjoy their art lessons and clearly do their best, taking pride in their finished efforts. This enhances their learning and encourages them to achieve even more. Teachers are careful to display the finished work of pupils and are keen to show they value pupils' efforts and their individual approach. In the lessons observed, pupils demonstrated good creative efforts of their own and this in turn supported learning well. The teachers' subject knowledge gives them the confidence to instruct pupils directly in various techniques and this helps to increase their skills and depth of learning. To date there are just a few random assessments carried out in art and there are no portfolios of completed work that would give staff and pupils even more ideas to try for themselves.
117. The co-ordinator for art has only been in post for four months but knows already the areas that require some improvement and extension. There is no agreed approach to assessment and the current policy and scheme of work, whilst still giving a useful approach to the subject, are now badly out of date and do not address fully the requirements of the subject as established in September 2000. The subject is used well to promote aspects of personal development including spirituality, but not enough is done to celebrate art from different cultures. Pupils enjoy using the computer to bring an extra dimension to their artwork, but here too there is clear room for improvement in provision, particularly at Key Stage 2.

GEOGRAPHY

118. By the end of both key stages attainment is broadly in line with age related expectations and pupils make satisfactory progress overall. Pupils' standards and the quality of teaching and learning have remained at broadly the level reflected in the last inspection, although there have been some improvements in planned provision including a more structured scheme of work.
119. Pupils achieve at a satisfactory level, including those for whom English is an additional language and pupils with special educational needs. There is little evidence available in pupils' workbooks at this stage in the year. Geography is timetabled in a cycle alongside history at both key stages.
120. Key Stage 1 pupils have a satisfactory knowledge of the key features of plans and can differentiate directions and positions in preparation for making their own plans of the school. They record their results using prints and packets on a large-scale plan to match places of interest on a map. During this task, pupils discuss and evaluate their work, experimenting with different shapes and colours to complete their map. Key Stage 2 pupils use more sophisticated mapping and orienteering skills to locate places and buildings on a local map. They concentrate and co-operate to a good level to complete the task, and work collaboratively in a large group before working on differentiated tasks to extend their local knowledge.
121. By the end of Key Stage 2, pupils have a satisfactory knowledge of the school, local features and the natural world such as rainforests. Key Stage 1 pupils study their clothes, school, local environment and the weather. They watch plants and seeds grow in their classes and melt snow that they bring in during the inspection to make links with growth and weather conditions. Older pupils at Key Stage 2 consider the ecological implications of rainforests and why they are important, sharing ideas and supporting their views with valid reasons. This project is enhanced by two ecological experts who visited the school to perform and inform the pupils about reforestation in a lively and enthusiastic manner. This photographic evidence has been extended into attractive display work around the school and pupils have also adapted this topic into a music lesson at Key Stage 2.
122. The quality of teaching and learning in geography is satisfactory. Teachers are now working collaboratively to improve their teaching in the subject and to increase their own specialist knowledge. Planning is now good and teaching is organised well, although resources are only adequate and are currently being organised more effectively. Staff use literacy and numeracy in lessons to promote cross-curricular themes when pupils record, measure, discuss and debate issues. Pupils are managed well and expectations are satisfactory. Pupils co-operate, respond to a good level and work hard in lessons. Lesson objectives are shared at the beginning of every session at both key stages and this increases pupils' awareness of their own learning. Assessment is satisfactory if somewhat informal and there are plans to build this into forward planning in a more structured way. However, teachers are evaluating progress more efficiently and encourage pupils to discuss and monitor their achievements in lessons. Pupils are encouraged and praised for their efforts and staff are consistent in their expectations. Information technology is used to collect data and produce spreadsheets at Key Stage 2 and programmes covering location and matching are used in Key Stage 1 lessons.
123. Management of the subject is developing and is currently satisfactory. There are clear intentions for future audit and planned assessments in the subject. The co-ordinator is enthusiastic and eager to raise the profile of geography in the school. The policy statement is currently being revised and extended to form a more comprehensive policy document.

MUSIC

124. Attainment in music at both key stages is broadly in line with that expected for the age of the pupils. Evidence from lessons, assemblies, displays, performances and discussions with staff and pupils, indicate that pupils reach satisfactory standards in music throughout the school. Standards show a slight improvement since the previous inspection, particularly at Key Stage

2. Pupils with English as an additional language and the significant proportion of pupils with special educational needs make similar progress. The quality of singing is a particular strength and pupils perform with confidence and enthusiasm. Music is viewed by the school community as an important subject in the curriculum and an area that enhances the pupils' spiritual and personal development.
125. At both key stages, pupils perform satisfactorily using a range of tuned and untuned instruments. There is strong emphasis on composition and interpretation as pupils across the school listen to a wide range of music, including classical pieces such as 'The Planet Suite' and reggae versions of 'He's got the whole world in his hands' sung as they enter and leave the hall. There is an infectious appreciation of music during acts of worship. Staff and pupils performed together in one assembly using a range of instruments including guitars, flutes and keyboard and the rest of the school join with the choir to sing with great enjoyment 'Walk in the Light'. There is, on this occasion, time for pupils to reflect and consider the spiritual aspect of music.
126. Singing is tuneful across the school and much enjoyed by pupils as they interpret the songs and music in their own way and with their own actions. At Key Stage 1, pupils are competent in understanding rhythm, pitch and tempo. One lesson concentrated on developing pupils' control of pitch and led them into using different voices to organise sound, compose their own songs and title them. There is adequate challenge in lessons for pupils and good levels of enthusiasm and enjoyment are fostered by staff. Key Stage 2 pupils explore musical sound sources in order to express their emotions and feelings. Untuned percussion instruments are used by pupils in group collaboration as they plan and prepare their performances to play in front of the class. Pupils perform to a satisfactory standard. They are confident and supportive of each others' efforts.
127. Teaching and learning is good at both key stages. Teachers' subject knowledge is variable. However, there is a good level of enthusiasm from those teachers who plan and prepare for music lessons well. Lesson objectives are clear and achievable with good levels of challenge. Pupils are encouraged to care for the instruments and handle them with respect as demonstrated by the staff. Teachers also encourage good listening skills and use a range of music from different cultures to enhance musical provision and experience although this could be usefully extended. Assessment of music is satisfactory and is evaluated at the end of lessons informally. More formal assessment is being developed to ensure pupils' progress against the National Curriculum standards at each stage.
128. There are good opportunities for pupils to increase their musical skills and knowledge. Peripatetic teaching is given to pupils in brass and woodwind, which the school pays for. A recorder club meets after school. The orchestra performs well and some pupils have particular skills on the flute. The subject is led satisfactorily and resources are satisfactory overall.
129. Pupils have a range of opportunities to perform in school and also in concerts and at community and church events. Music is extended to other subjects and displayed work shows that pupils extend their literary skills when creating imaginary instruments and describing them using specific language. They also practise numeracy skills when evaluating the number of beats in musical patterns and sequences. There are useful schemes of work in place supported well by radio broadcasts.

PHYSICAL EDUCATION

130. By the end of both key stages standards in physical education are in line with age-related expectations and pupils make satisfactory progress overall. Pupils at Key Stage 1 achieve well in relation to their previous learning. The subject shows good improvement since the previous inspection when pupils' standards and the quality of some teaching and learning were criticised for a lack of imagination and, in some instances, for poor control of the pupils.

131. During the inspection period, only indoor work was available for observation because of the inclement weather. All the observed lessons centred on gymnastics and some dance, but the curriculum overview for the subject indicates a satisfactory range of activities are planned for during the year, including swimming and some competitive sport. There are no residential periods for pupils, but a day's visit to an outdoor centre gives them a taste of adventurous activities.
132. During a Key Stage One lesson, pupils showed average ability in linking a series of movements into a sequence involving travelling, jumping, rolling and landing in different ways. Their general agility and imagination are at the expected level for their age. A few are able to evaluate their own performance and improve after further thought and practice. Others make less significant progress because their movements are purely repetitive and they are reluctant to try new ideas, for example different ways of travelling over apparatus. Pupils are well aware of the impact of vigorous exercise on their bodies.
133. At Key Stage 2, pupils are involved in more advanced floor work and some gymnastic activities on benches. They warm up to music but these activities are very teacher directed and pupils have not yet built up a good range of ideas for themselves. Many show satisfactory standards when changing direction and shape during flight and most know the importance of good, safe landings.
134. The quality of teaching and learning is satisfactory overall although pupils at Key Stage 1 achieve well and the observed teaching was good. At Key Stage 1, there is particularly good emphasis on the teaching of basic skills and pupils respond well in their acquisition of skills and understanding of gymnastic techniques. At both key stages, teachers use pupil demonstrations very well and this heightens learning and motivation for many pupils. During a Key Stage 2 lesson not all the boys made sufficient physical and creative effort and this affected their rate of learning during a forty minute session. Others are very enthusiastic and are quick to adapt their performance based on the teachers' suggestions. Most pupils dress appropriately and safely for lessons, although some of the oldest pupils, particularly boys, do not have the correct clothing for indoor work and this is something of a barrier to good learning and to their own physical development. Good attention is paid by teachers to matters of child safety by ensuring pupils are thoroughly warmed up before they embark on vigorous exercise. Pupils with special educational needs are well supported and often excel in this area of the curriculum.
135. The subject is led satisfactorily. The co-ordinator for physical education is experienced and is currently revising the published scheme which needs updating. She is also based in the nursery and has little opportunity to observe practical lessons and to monitor teaching and learning when these occur in the main building. The curriculum is strengthened by useful community links such as coaching by representatives from local football clubs and by a range of extra-curricular activities, including netball, cross-country and athletics. The accommodation and resources for physical education are satisfactory overall.