

# INSPECTION REPORT

## **ST FRANCIS' CATHOLIC PRIMARY SCHOOL**

Goosnargh, Preston

LEA area: Lancashire

Unique reference number: 119633

Headteacher: Mrs M Barron

Reporting inspector: Mrs E Parry  
2615

Dates of inspection: 8 May-11 May

Inspection number: 190763

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: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: The Hill,  
Horns Lane,  
Goosnargh,  
Preston,  
Lancashire.

Postcode: PR3 2FJ

Telephone number: 01772 865369

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. Patrick McMahon

Date of previous inspection: 4<sup>th</sup> November, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
E. Parry	Registered inspector	English	Teaching and learning
		Art	The school's results and achievements
		Music	How well are pupils taught?
			How well is the school led and managed?
A. Rolfe	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
M. Fitter	Team inspector	Under fives	How well does the school care for its pupils?
		Special educational needs	
		Science	
		Geography	
		History	
A Markham	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
		Design and technology	
		Physical education	

The inspection contractor was:

Peak Education Partnership  
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The Registrar  
 Inspection Quality Division  
 The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Francis' Catholic Primary is smaller than most primary schools and is in a rural area despite being quite close to the town of Preston. Because of its situation, many children travel to the school on the special buses. The building has recently been extended to provide more spacious accommodation. It shares landscaped grounds and car parking with the church. As well as being attached to the church physically, there are strong links with its spiritual life. Children are encouraged to take active roles in church services.

One hundred and eight pupils between the ages of 4 and 11 attend the school; 57 boys and 51 girls. All are white and English is the only language spoken. Few children are entitled to free school meals and the percentage who are is much lower than in most primary schools. The school takes in pupils with a broad range of attainment but overall attainment is a little above the average when the children start at four years of age. Unusually, a large number of pupils in the school have special needs; many of these are related to dyslexia. This is reflected in the percentage of statements of special educational need which is well above the national average.

### **HOW GOOD THE SCHOOL IS**

This is a good school which continuously aspires to improve. It provides a good quality education for its pupils which is firmly rooted in its Catholic philosophy. Pupils reach good standards in relation to their abilities and special needs. The headteacher sets the tone for the school in management, relationships and teaching. The school is a caring community which works hard to involve pupils, parents and the church in its life. Teaching is good with some very good teaching taking place especially for the youngest and the oldest pupils. The school gives good value for money.

#### **What the school does well**

- Standards in the national tests for seven year olds are equal to those nationally in mathematics, above in reading and well above in writing.
- Eleven year olds do well in the national tests in science and mathematics.
- Children under five achieve well in all their work.
- Standards in art are above the average.
- Very good leadership creates an effective team approach where governors, staff, parents and the parish work together for the benefit of the children.
- It is a very caring but challenging place where pupils are well supported.
- Provision for pupils with special needs is good.
- Teaching is good and especially good for children under five and in Year 6.

#### **What could be improved**

There are no major issues for improvement. Though the provision is at least satisfactory, there are some areas where further development is being planned or could take place. These include:-

- The range of pupils' cultural experiences including awareness of people from other cultures and traditions is too narrow.
- Teachers review each others' work by describing rather than analysing what happens.
- Data analysis is still at simple levels.
- Pupils' opportunities for writing, research and enquiry in subjects such as history have been limited by the small amount of time given to these subjects.

*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 last inspected in November 1996 when it was given three key issues to address. These have been tackled effectively and the school has improved well in these areas. Planning takes good account of the needs of all children and the large class of Year 5 and 6 pupils is split into two smaller groups for English and mathematics to enable the work to be more focused. This especially helps the more able pupils. Governors have released the headteacher from her teaching role more often so that she can monitor the work of the school and they themselves take an active part in school management. The building has been extended so that there is now good accommodation for all classes and space for small groups for special work.

Standards in English, mathematics and science are better than at the time of the previous inspection and the school is sustaining these standards from year to year. Special needs provision benefits from more rigorous assessment procedures and from additional staff.

### STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	All schools			similar schools	
	1997	1998	1999	1999	
English	C	A	C	D	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	C	
Science	A	A	B	C	

The school has a number of pupils with specific learning difficulties related to dyslexia. Combined with small numbers taking the tests, this adversely affect comparisons with both national and local figures in English. For example two of the eleven pupils taking the tests in 1999 have this particular special difficulty and did much better in science and mathematics than they did in English. This information has been taken into account in the comparisons. As can be seen, results in mathematics are well above average compared to all schools, in science are above the average and in English are average. When compared to schools where a similar percentage of pupils are entitled to free school meals, results are below average in English, and average in mathematics and science.

Standards in the national tests for seven year olds in 1999 were average in mathematics, above the average in reading and well above in writing. The teacher assessments in science showed marked differences in the attainment targets with very high attainment in some areas and below average in others; overall attainment was below the average for the expected level 2 but average for the higher level 3.

Trends over time are difficult to assess because of small numbers of pupils in each year who take the tests and the relatively high percentage each year with special needs. However, children are doing well at an appropriate level. This coming year's teacher assessments predict that the results will be similar overall because of the special needs but with more pupils reaching the higher level. The inspection teams' view is that taking account of the small numbers of pupils who take the tests and the relatively

high proportion of pupils with special need, standards in the tests and assessments have improved since the last inspection, and are now good

Standards in art at both key stages are good. In design technology, history, geography, information technology and physical education, standards at both key stages are satisfactory. Progress is generally satisfactory although aspects of history and geography such as research and enquiry are limited by the small amount of time given to the subjects. Standards in music are at expected levels at Key Stage 2 and overall in Key Stage 1. Some pupils reach higher standards through extra activities in music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and show a keen interest in their lessons.
Behaviour, in and out of classrooms	Very good. Pupils work and play well together and are friendly and polite to adults.
Personal development and relationships	A good programme for personal, social and health education is offered within the framework of the religious education syllabus and within science. Pupils are very well cared for and supported in their personal development.
Attendance	Very good. Well above national averages

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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.*

Teaching overall is good. It was satisfactory or better in 97 per cent of lessons observed and unsatisfactory in only one, 3 per cent. In 61 per cent of lessons, teaching was good or better with 21 per cent of these being very good and occasionally excellent. Teaching is most consistently good for the youngest and oldest groups of pupils.

Overall the quality of teaching in literacy is good. Skills are well developed in literacy lessons. Teaching in numeracy is of a consistently good quality and pupils are encouraged to use mathematical skills in other subjects especially in science, geography and in design and technology. Good provision is made to meet the special needs of the children through good levels of support. The separate Year 5 and 6 classes for literacy and numeracy lessons enables pupils' needs to be better met. Teachers' planning and lessons recognise the attainments of different groups of children and suitable levels of challenge are offered to all. The youngest children are supported by a nursery nurse and there is very good provision for their particular curriculum.

Children respond well to their teachers, work hard and enjoy their lessons. They are well behaved and like to show what they can do.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good curriculum for children who are under five. Good for the rest of the school with some areas which can be further developed including more time for history and geography.
Provision for pupils with special educational needs	Good levels of expertise ensure well targeted support. Children make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social development as much of this emanates from the strong Catholic ethos that permeates the school. Cultural awareness is less well developed with regard to non-European cultures.
How well the school cares for its pupils	Good. This is a caring school which expects high standards from the pupils in all areas of their work, monitors pupils' performance and keeps them on track.

Children are very well supported by parents, friends and parishioners some of whom make significant contributions to children's learning in class and extra curricular activities and for pupils with special needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership creates an effective climate for learning. The headteacher is well supported by staff and governors who share a common aspiration to reach high standards.
How well the governors fulfil their responsibilities	Effectively. They take an active part in management and are supportive to the headteacher and staff.
The school's evaluation of its performance	Good. The school evaluates teaching and learning. The school improvement plan is reviewed carefully. Data from pupils' performances is beginning to be more systematically analysed.
The strategic use of resources	Good. The school has sufficient funds to meet its priorities and checks to make sure that it is receiving best value especially where money is concerned. There are sufficient teachers and support staff to meet the needs of the pupils and the curriculum. Accommodation is good and learning resources are at least adequate with a very good ratio of pupils to computers.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children are happy to come to school and do well.</li><li>• Relationships are good. Staff are caring and supportive.</li><li>• The school is bright and attractive all of the time.</li><li>• Children behave well and there is a good atmosphere in the school.</li><li>• Children with special needs are welcomed.</li></ul>	<ul style="list-style-type: none"><li>• Some would like to see a brief written report on their child's progress mid way through the year.</li><li>• The range of extra curricular activities.</li></ul>

The inspection team agrees with the parents' positive views. Annual reports at the end of the year give good levels of information and the school is prepared to look at providing a brief interim report. The staff work very hard to provide extra curricular activities. Governors and ancillary staff also help to make good provision. It is difficult to see how the small numbers of staff could do more.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the tests for eleven year olds in 1999, the school's results were well above average in mathematics, above average in science and average in English when compared to national figures. When compared to similar schools, for example where the take up of free school meals is similar, results are average in mathematics and science and below average in English. The differences in the results for the subjects relate to the fact that only eleven pupils took the test and two of these had special needs related to dyslexia. For mathematics and science, pupils with special needs have readers to help them with the tests but not in English consequently they did not do as well in this subject as in the others. Consideration of the pattern in other years, shows that where the figures are lower in English, there is a correspondingly high percentage of pupils with special needs especially for dyslexia. In 1997 for example, where results were also average, of the thirteen pupils taking the tests, three had statements of special need and one was at stage three of the assessment process. Three of these four pupils did not reach level 4. Small numbers mean that analysis of differences in attainment between boys and girls is not reliable. The inspection team's judgement is that, taking the information about special needs into account, achievement in the national tests is good. It has improved since the previous inspection and is being sustained.

2. By the time they leave the school, pupils of all abilities read aloud with good awareness of audience. The highest attainers are accurate, fluent and expressive reading demanding texts such as Shakespeare with understanding. Pupils of average ability and those with special needs also read well and have secure comprehension of the text. All are confident speakers capable of mature discussion and reflection. Standards of writing are better than average. Whilst all types of writing feature in pupils' work, there is a concentration on non-fictional forms such as letters and accounts which pupils write with confidence. There are few examples of extended narrative writing but these are competent when undertaken. Time restrictions in other subjects have resulted in little variety of writing other than through worksheets which demonstrate pupils' understanding and memory of facts. Handwriting and presentation are good across the curriculum. Pupils throughout the key stage and of all abilities make good progress in English because of the quality of teaching and the level of support they receive. Pupils with special needs make good progress because of the careful assessments made of their needs and the care with which teachers, support staff and volunteers work with them to achieve their individual targets.

3. In mathematics Year 6 pupils have very good number skills which they apply to mental activities enthusiastically, responding rapidly to questions. Pupils have a good knowledge of decimals and percentages and can apply this knowledge to real life situations. They handle data confidently and produce different types of graphs both by hand and by using spreadsheets on the computer. The development of mathematical skills is good throughout Key Stage 2 but especially good in Year 6. Pupils use numeracy skills successfully across the curriculum, particularly in design technology, geography and science. Pupils with special needs cover a wide range of work and are making very good progress. They are developing good skills in number, decimals and fractions. Their confidence and skills in the subject are developed effectively as a result of the well-organised extra support they receive in the classroom.

4. Good quality teaching in science ensures that pupils acquire a secure scientific vocabulary and a good level of factual information by the time they leave the school. When they conduct experiments pupils use sound prediction and observation skills. They record neatly in a conventional scientific style.

Opportunities for independent investigation or extension of personal interest and research are relatively limited reflecting the current time allocation.

5. At the end of Key Stage 1, standards in the national tests for seven year olds in 1999 were average in mathematics, above the average in reading and well above in writing. They were below those of similar schools in reading and mathematics but well above in writing. Writing was given a particularly strong focus in order to raise attainment with good result. The teacher assessments in science showed marked differences in the attainment targets. There is very high attainment in the sections concerned with Life and living processes and Physical processes and below average in Materials and their properties. This is because the areas were taught and assessed at different times with the more recent attainment targets showing the higher levels. It results in overall attainment being below the average for the expected level 2 but average for the higher level 3. This does not fairly reflect what the pupils can do in science by the end of Year 2.

6. The current Year 2 class contains a higher percentage of pupils with special needs than in the previous year. Although there is evidence of attainment at the higher level in English, on the whole attainment is more average. Pupils read confidently, they can speak and listen attentively but do not do so consistently. All of the pupils are writing independently. Handwriting is good as a result of the school's decision to teach a joined up script from the beginning. Mathematical skill and knowledge are above average and pupils are on course to achieve improved standards to those of the previous year as a result of good teaching linked to the effective implementation of the numeracy strategy. Most pupils are working at the expected level in science and have a satisfactory level of knowledge shown in the topics they are covering.

7. Standards in art at both key stages are good being better developed in two dimensional form than in three dimensions. In design technology, history, geography information technology and physical education, standards at both key stages are satisfactory. Progress is generally satisfactory although aspects of history and geography such as research and enquiry are limited by the small amount of time given to the subjects. Standards in music are at expected levels at Key Stage 2 and overall in Key Stage 1 although they were unsatisfactory in the one lesson seen where there were weaknesses in the teaching.

8. Children under five make good progress and, except where there are special needs, they are likely to exceed the expected goals by the time they start Year 1. They demonstrated particular strengths in language and literacy and in the mental and oral skills for mathematics.

9. In the current Year 6 class, four of the sixteen pupils have special needs and that is the reason why the target set is lower in English than the previous year's attainment. The school's assessments show that good progress is being made towards meeting targets in all subjects and that they may well be exceeded; a significant improvement is expected at the higher levels. Inspection evidence supports these predictions and finds that the targets are sufficiently challenging given the small numbers and the high percentage of pupils with special needs.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to learning are very good. The majority of pupils enjoy school. They are able to identify favourite subjects, and a significant number are involved in the range of extra curricular activities provided by the school. Almost all pupils, including pupils with special educational needs, show a keen interest in their lessons. They listen carefully to their teacher's instructions, enjoy classroom discussions and confidently ask questions if they are unsure what is required. In most lessons pupils work with purpose and interest and concentrate well. They are eager to show and discuss their work and a significant number show an obvious pride in what they do.

11. Pupils behave very well and they move around the school in an orderly manner. At lunchtime and break times pupils play well together. They are friendly and polite to all adults in the school and are able to talk about their work and experiences in an easy and relaxed manner. The majority of pupils are aware of what is and is not acceptable behaviour; and they have a good knowledge of the school rules and the system of rewards and sanctions. There have not been any pupil exclusions in the current academic year. The school has appropriate procedures for exclusion and for preventing physical harm should the need arise. The vast majority of parents who responded to the parents' questionnaire consider that the school achieves a good standard of behaviour. There were no instances of bullying or other forms of oppressive behaviour observed during the inspection. Pupils said they had no experience of this but would not hesitate to seek help from their teachers. They were confident that any incidents of this nature would be dealt with quickly and effectively.

12. Attendance is very good. It is well above the national average. Pupils enjoy coming to school. Teachers carefully monitor attendance, and punctuality and absences are followed up.

13. There are very good relationships throughout the school, between pupils and between staff and pupils. Pupils have a clear understanding of what is expected of them both in terms of work and behaviour. Teachers encourage pupils to be involved in lessons by the use of well focused questioning which stimulates pupils interest and learning. Pupils collaborated well in pairs and small groups, for example in a Year 3/4 PE lesson they worked well together when setting out large apparatus and had the confidence to evaluate their peers' performance, listen to the views of others and make constructive suggestions for improvement.

14. Pupils are making good progress in their personal development. In all year groups they show a willingness to take additional responsibilities, undertaking a range of duties as classroom monitors, including putting out equipment before lessons and tidying up after lessons. Older pupils elect team captains who supervise younger pupils in the playground and nominate pupils for good behaviour awards and subsequently present these awards in assemblies.

#### **HOW WELL ARE PUPILS TAUGHT?**

15. The general quality of teaching is good and there is a significant proportion of very good teaching in all key stages. Of the 33 lessons observed, 97 per cent were satisfactory or better, 61 per cent were good or better with 21 per cent being very good or excellent. Teaching is of a consistently high quality for pupils in Year 6 and for those under five. In only one lesson, 3 per cent, was teaching judged to be unsatisfactory.

16. The quality of teaching for children under five is very good overall and particularly effective in literacy and numeracy. It promotes high quality learning across the full curriculum. Planning takes account of the desirable learning outcomes and fits well into the National Curriculum. Provision skilfully allows pupils to benefit from attention to their own particular learning needs and to take part within the larger group of reception and year one pupils. These youngest pupils take part for example, in whole class parts of literacy lessons and mental and oral mathematics sessions before they move on to learning activities which are more play based in nature.

17. In Key Stages 1 and 2, teachers have good subject knowledge and suitable expectations. Lessons are invariably planned with care, with resources to hand. They have clear objectives, which

are stated to the pupils at the start of the lesson. Where other adults are involved, whether they are staff or volunteers they are given clear guidance about how they can best support the pupils. In the best lessons, questions tease out deeper responses and help to produce effective learning, for example in the literacy work in Year 6 where pupils responded to the approach by answering in a mature and reflective way. Quick-fire question and answer sessions in mathematics in all numeracy lessons help to develop the speed of pupils' responses and attention to explanations develops understanding. Pupils work hard in such lessons, enjoy answering questions and make good progress. In most subjects there is a good level of attention directed at the reinforcement of basic skills of reading, talking and listening and number work. Teachers make effective use of plenary sessions to allow pupils to show what they have achieved.

18. In many subjects, good attention is given to developing pupils' grasp of the appropriate specific vocabulary and reflects a good level of subject knowledge. from the teachers For example in science, attention is given to the correct terminology and to clear definitions, pupils learn to use appropriate language to describe works of art and in English, teachers use technical terms related to structure and organisation of text and expect pupils to use them as well. Teachers often use questions to good effect to relate current learning to what has happened in previous lessons and to extend pupils' understanding. Pupils are clearly confident in the good relationships they enjoy with teachers which shows as they will try to answer questions when they are unsure and are prepared to keep trying.

19. The school has successfully implemented the literacy and numeracy strategies and teaching in both areas is good and in some cases very good. Teachers plan effectively using standard formats. They have a secure understanding of the content of literacy and numeracy lessons and skills are effectively taught during these sessions. Pupils are given opportunities to apply their mathematical skills in other subjects. Speaking and listening are well developed across the curriculum but writing is often constrained by time to recording via worksheets, for example in history and geography.

20. In the one lesson that was unsatisfactory, there was too little content and too slow a pace. Pupils quickly lost interest and although they responded to direct requests, they never really got involved in the work.

21. Marking is often of good quality recognising effort as well as quality of response and gives pupils clear indications of how they can improve. Teachers negotiate with their pupils individual targets for improvement each term and these are often referred to during lessons. The good quality oral and written feedback to pupils is a factor in the pupils making good progress. Homework is regularly set and pupils are often encouraged to complete or extend tasks for which there is limited time in lessons.

22. Praise, encouragement and sensitive criticism are used effectively. Relationships throughout the school are good. The caring and Christian ethos is tempered with high expectations of behaviour and response which create an effective learning environment. In almost every lesson, pupils showed interest and applied themselves to their work with enthusiasm. Because they are given the objectives for the lesson and because they are set their own targets, pupils are clear about what they are doing and how well they are achieving.

23. The work set for pupils with special needs is a good match to their individual learning plans which are useful and appropriate to needs. The specialised support for English which is given to those with a statement of special need is of good quality and ensures that pupils make good progress in relation to specific difficulties such as spelling. Class teachers and support staff provide differentiated activities and support which allows all pupils with special needs to participate in lessons. Combined with individual support and close attention in small groups, this allows pupils to make good progress .

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

24. The curriculum for children under five is based on the areas of learning for children of this age and is well planned to provide a broad and balanced programme. A wide variety of lively and carefully structured activities are well organised and promote children's learning successfully. Children transfer smoothly to learning from the programmes of study of the National Curriculum at the age of five.

25. The school meets statutory requirements by providing a curriculum for Key Stages 1 and 2, which is broad and balanced. All subjects meet the requirements of the National Curriculum. The National Literacy and Numeracy Strategies are being implemented effectively and the curriculum puts a high priority on these subjects. This is reflected in the provision, which is good. Whilst increasing the emphasis on literacy and numeracy in response to national priorities, the school has maintained broad provision in all other subjects although there are fewer opportunities for investigative work in science and the research and investigative elements of history and geography are underdeveloped. Information technology is used effectively across the subjects of the curriculum. Pupils make good use of their computer skills in literacy lessons when word processing; they develop their mathematical skills through the use of databases and spreadsheets in numeracy lessons and they gather information from Encarta in work in history and geography. The school has policies and schemes of work for all subjects and as a result planning is effective for all areas of the curriculum. Teachers use the same planning format resulting in a consistency of approach, which is proving effective in raising the standards achieved by pupils. Homework is used effectively and consistently.

26. An important feature of the school curriculum is the attention given to ensuring equality of opportunity for all pupils. Provision for pupils with special educational needs is good. The school complies fully with the requirements of the Code of Practice. Provision for special educational needs has improved since the last inspection; better use is now made of assessment procedures and the additional support given to pupils in classrooms ensures they have good access to the curriculum. The school makes very good use of additional adult support in classrooms with the result that access to the curriculum for all pupils is very good.

27. The school forges good links with the community, particularly those involving the church. Very good use is made of the abundant supply of parents and parishioners who work in the school. The school has good links with nearby primary schools for sporting events and shares in-service sessions for teaching staff. Transition arrangements for pupils transferring to secondary education are clear and supportive as a result of the good links with the receiving secondary school. The school has worked with the secondary school and other feeder primary schools on issues of curriculum such as the National Literacy Strategy. Teachers exchange visits and review all pupils prior to transfer.

28. A good range of educational visits is used to enhance the quality of educational provision. Pupils in Years 5 and 6 are given the opportunity to take part in a residential visit to Hothersall. There are educational visits to museums and places of historical interest and good use is made of the locality in field study work. Pupils also receive regular visitors to the school to support learning in the topics being studied. This extra provision successfully enhances pupils' learning.

29. Provision for extra curricular activities is good. Boys and girls play netball, football, rounders, cricket and athletics. The school provides extra tuition in music through groups for recorder and guitar. A teacher and governor work together to provide a successful computer club.

30. The school has a clear policy in place for sex education. It is not taught in isolation but integrated with religious education, science and health education. The school provides a programme of instruction for Key Stage 2 pupils using the Catholic Education Service video "The Wonder of Living".

Parents are invited to view the video before it is shown to pupils and their written approval is always sought prior to the session.

31. Provision for personal, social and health education is good. The school has a policy for cross-curricular themes, which indicates that personal social and health education are integrated into other subject areas such as Religious Education and science. The “Here I am” scheme is used to develop pupils’ awareness of themselves and their responsibilities to others. The high quality relationships and caring nature of the school creates an ethos, which develops pupils’ personal, social and health awareness successfully. School assemblies are an example of this when older pupils give awards to others. This requires them to make a judgement on the actions of others and develops greater awareness of the effects of individual actions.

32. The school makes good provision for drugs awareness. The use of annual visits from the “Life Education Caravan” supports the work of the school by presenting a programme of work exploring issues of health and social education. In particular the programme enables older pupils to learn of the effects of the misuse of tobacco, alcohol and illegal drugs. At both key stages pupils are taught to value their own body and have regard for health and safety.

33. The school is very effective in providing for pupils’ spiritual development. The school has a very strong ethos and a clear set of values, which are reflected in the everyday life of its community. Staff set positive examples. Assemblies are well planned and of good quality. Pupils participate with enthusiasm and enjoyment. The playing of introductory music as pupils enter the hall effectively sets the mood for quiet reflection. Pupils develop a sense of awe and wonder at their world, for example through the study of the environment in geography and the carrying out of experiments in science. The pupils' growing awareness of their world is indicated in displays of art around the school.

34. Provision for moral development is good. The school is very successful in achieving a supportive environment in which pupils are learning to develop self-discipline. Rules are displayed in classrooms and pupils are clearly taught right from wrong. The school’s moral code is clearly understood by pupils. It emphasises trust and fairness and an awareness of the rights of others. Pupils take responsibility for their actions and support each other well. The system of rewards for endeavour in all aspects of school life is effective in promoting good attitudes. Pupils are aware of moral issues and make informed judgements on pollution and conservation through work such as that on “Rain Forests” and “Save the Dolphins”.

35. Provision for pupils’ social development is good. All pupils in Year 6 have regular duties, which help in the daily running of the school and promote their sense of citizenship. They have opportunities to use their initiative to raise money for local and national charities and develop a sense of social responsibility. The caring ethos of the school is a powerful factor in pupils’ social development, creating a feeling of ‘family’ within the school. In many lessons pupils work well in pairs and groups, developing a collaborative approach and sharing ideas. In games lessons and team games against other schools boys and girls play together.

36. The school’s provision for cultural development is satisfactory but requires further development to encompass a wider cultural perspective. Pupils are made aware of their own culture, for example through work in local history and geography. Visits to local museums and places of interest develop pupils’ cultural awareness. The contribution of other cultures to work in art, through work based on famous artists, literature, through literacy work on Shakespeare, and music, through the playing of the works of composers from other countries, all add to pupils’ knowledge and experiences. Provision for multicultural education is less well developed. There are opportunities to experience music and dance of different cultures; for example some work has been carried out on the Chinese culture, but pupils are given insufficient experiences of the diversity of cultures that make up our



society. Little has been experienced of the African and Indian cultures. A start has been made to developing links with a nearby school with a varied ethnic composition. A teacher has visited from this school to show pupils artefacts from Asian cultures but this work is at an early stage of development.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Pupils are very well cared for. Their health, safety and well being are top priority for all staff and adults in the school. There is good provision for pupils' personal and social education which includes sex education and drugs education.

38. There are sound written procedures for child protection. The school has not had to deal with cases to be able to comment on how effective these procedures are. The health and safety policy is comprehensive and regular checks and risk assessments are undertaken. There are sound arrangements for first aid and appropriate records are kept. Pupils with specific medical conditions are known to all staff and their needs catered for. There is good liaison with outside agencies to support pupils with specific educational and medical needs.

39. Staff know pupils well and are very aware of their individual needs and backgrounds. There is an additional closeness that comes from the connection with the church and the parish and enhances the quality of care and commitment. Staff use this knowledge to monitor pupils' personal development informally and are able to help pupils and give them support. An example of this was in the extra care that was shown to a small child whose mother was away from home. The process of getting to know pupils begins before they join the school. Pupils with special educational and behavioural needs are well supported.

40. There is strong emphasis on good manners and behaviour and pupils are praised and encouraged to behave well. The whole school involvement in this extends to older pupils with responsibilities, to lunchtime supervisors and to the site supervisor. All of these people nominate pupils to receive rewards at the assembly for some special effort. Individual education plans for pupils with behavioural difficulties are written to support their personal development. Pupils play and work well together and there is no evidence of bullying or unpleasant behaviour. Indeed pupils said very clearly that physical bullying does not happen and the few cases where words are used unkindly are quickly dealt with.

41. The school's attendance is very good and is supported by effective monitoring procedures. Teachers carefully monitor attendance, and punctuality and absences are followed up.

42. The assessment policy and practice are good. Teachers know their pupils well and make good on-going assessments of both their personal development and their academic progress as part of teaching and learning. There is a sound marking policy and the educational and personal support for pupils is raising standards of achievement. Parents are involved, for example in maintaining reading records. Pupils and parents are involved in setting and achieving personal targets.

43. The school has good systems overall to assess and record pupils' progress in English, mathematics and science. Pupils are assessed soon after they start school and once completed this information is used well both to give support to individual pupils and as the start of records. Information is now entered on a computer and will enhance monitoring once the system is fully used. The school meets statutory requirements for the national testing and assessments made at the end of each key stage.

44. Procedures for identifying and supporting pupils with special educational needs are clear, consistent and understood and implemented by all staff, who are very aware of all pupils' needs and levels of attainment. The school has introduced additional assessment procedures related to dyslexia to help to diagnose difficulties in this area sooner. The school's register of pupils with special educational needs is well maintained. Individual education plans are realistic and relevant and they are used and referred to regularly by staff. Statutory requirements are met for pupils with statements of special educational needs. Parents are involved well, both formally and informally, in assessing and reviewing pupils' special educational needs.

45. The care given to pupils in all facets of their school life provides a happy environment and a secure foundation from which they can learn and make progress.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS**

46. Parents and carers have very positive views of the school. The school recognises the important role that they play in the education of their children and encourages them to play an active part. Parents at the meeting with inspectors, which was very well attended, were positive about all aspects of school life. In particular, they believe their children make good progress, the school promotes good attitudes and values, and that behaviour is very good. Parents feel welcome in the school and appreciate the ethos of partnership the school promotes.

47. Parent responses to the questionnaire were very positive, with the vast majority of parents indicating their support for the school's achievements in terms of the quality of teaching, standard of behaviour and the leadership and management of the school.

48. The quality of information provided for parents about the school and its activities is very good. Parents receive weekly newsletters that contain a comprehensive range of information including school events, homework arrangements and details of the topics pupils are studying on a half termly basis. This is a substantial commitment but is made because so many of the children come to school by bus and some parents do not have daily contact with staff. Pupils' annual reports are satisfactory. They emphasise pupils' strengths, but not so consistently their weaknesses or points for development. The reports, however, are effectively supplemented by target sheets which let parents know what personal targets for achievement have been agreed between the teacher and their child, and in the next term whether these have been achieved. The school prospectus and the governors' annual report provide good quality information about the school and its activities, and meet statutory requirements. New parents are provided with a "New Starter Folder", that contains a comprehensive range of information about the school and how parents can assist their children's learning. Parents of pupils who have special educational needs are appropriately involved in the review of their children's progress and individual education plans.

49. Formal links with parents are very good. The home-school agreement clearly defines the role of the school, parents and pupils, and is supported by the vast majority of parents. The school invites parents to two meetings a year to discuss their children's progress; these meetings are very well attended. A minority of parents at the meeting with inspectors expressed a desire for a midyear update about pupils' progress. This is not a statutory requirement, however, the headteacher indicated to inspectors that this request would receive sympathetic consideration. The school actively encourages parents and other members of the parish to assist in classrooms. Inspectors observed a number of lessons where parents or parishioners were present in the classroom and making a

significant contribution to pupils' learning. For example, one parent provides pupils with very good support in developing a knowledge of the library classification system and another with computer skills, supports pupils' use and learning of information technology. A parishioner supports pupils with special needs. Other people help regularly in classrooms with sewing tasks and activities.

50. The school receives the support of a very active Parent Teachers Association that works hard to support the school financially by organising fund raising and social events. Their efforts are much appreciated by the governors, headteacher and staff, the money raised is put to good use to enhance the school's learning resources. The school's partnership with parents and parishioners makes a positive impact on pupils' learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The headteacher gives the school a clear sense of direction and gives importance to the sense of community with the catholic parish in her ambitions to do the best for the pupils. The school's mission statement guides its work and the school aims are being effectively met. The headteacher gives very good leadership based on thoughtful analysis of the school's needs and by example as a teacher.

52. The school was given few issues to address from the previous inspection and these have been dealt with. The governors have released the headteacher more often from her teaching role so that she can develop the monitoring aspect of the school's work. Their decision to provide additional staff to split the large Year 5/6 class into two smaller groups for literacy and numeracy helps to address the previous issue of raising attainment at the higher levels as well as to raise standards generally.

53. The staff evaluate information about pupil performance which is used to decide priorities for continued improvement. They are being well supported by one of the governors in developing a data base which has the capacity to chart the progress made over time by individual pupils. The governing body are given good information by the headteacher on targets for the coming year and on the progress towards meeting those targets. They have a good grasp of how the school's results in the National Curriculum tests compare with national averages and with similar schools and the reasons for this. Several governors help the pupils' education practically by providing support for pupils with special needs, general help in classrooms or by running extra curricular activities.

54. Provision for pupils with statements of special educational need is good and fully meets with the requirements of the Code of Practice. There is effective liaison with other agencies and the school takes account of all advice in formulating both the individual education plans and the daily support for learning for these pupils. The school makes a caring and accepting response to the range of needs.

55. Governors have a good overview of the school's financial situation and receive regular breakdowns of expenditure against income. The present school development plan sets out appropriate aims. It is properly linked to the budget, sets out success criteria, time scales and the responsible members of staff, and it is an effective tool of school management. The school has a clear grasp of its priorities and of the means by which it can meet them. Statutory responsibilities are fulfilled.

56. The school enjoys a sound financial situation with sufficient funds to meet its priorities. The headteacher and the governors apply the principles of best value in their management of the school. Resources are at least satisfactory in all subjects with a very good ratio of computers to pupils. There are sufficient books of good quality. A library area in the corridor is being updated through support from the county librarian and parents to provide a better organised and resourced system.

57. The numbers and qualifications of teaching staff are appropriate and teachers are effectively deployed. Subject co-ordinators generally provide good leadership although priorities have meant that some subjects have had less focus than others. Monitoring is developing well. Co-ordinators are involved in monitoring the quality of teaching and learning and providing each other with feedback. At present written comments are more descriptive than analytical but staff are keen to hear how things can be improved as well as what is going well. The school has a climate where critical analysis can thrive. There are sufficient education support staff and the secretary makes a valuable contribution to the efficient running of the school on a day-to-day basis.

58. The quality of the school's accommodation is good. It has been sympathetically extended since the last inspection to provide better classroom space, additional toilets and an outdoor play area for the youngest children. Problems in relation to the smallness of classrooms which were noted in the previous inspection no longer exist. Attractive displays of pupils' work mounted in corridors and classrooms enhance the learning environment. The site supervisor takes great pride in the school's appearance. Classrooms and corridors are very clean. Outside areas include an attractive landscaped quiet area and access to the church's grounds and the parish's 'millennium walk' giving a rich and varied environment to support the curriculum.

59. In view of the standards that pupils reach, the good quality of education that it provides and the efficient deployment of staff and teaching resources, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. There are no major weaknesses in this school and the school development plan is used effectively for managing the school's development. In the context of provision which is already at least satisfactory, the headteacher, staff and governors could make further improvements in the following areas:-

- (1) Extend the range of pupils' cultural awareness by:-
  - giving a stronger emphasis to the cultures of other people, for example through studying their art, food, music and clothing;
  - continuing the work of making connections with schools which have a more diverse mix of pupils;
  - continuing to acquire a wider range of artefacts to be used in lessons and displays.

*Paragraphs 36; 95*
  
- (2) Continuing the good start on monitoring teaching by:-
  - developing a more critical written style.

*Paragraphs 57*
  
- (3) Continuing to build on the work which is well under way in collecting and analysing performance data.

*Paragraphs 53*
  
- (4) Continuing to develop the curriculum by:-
  - Making stronger links between English and other subjects to maximise the time that is available;
  - finding more opportunities for pupils to write and research information;
  - developing the information technology curriculum further in the areas of control and modelling.

*Paragraphs 7; 19; 75; 106*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	19

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	40	36	3	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	108
Number of full-time pupils eligible for free school meals	2

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	29

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	2.8
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	8	8
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	89	95	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	8	9	6
	Total	18	19	16
Percentage of pupils at NC level 2 or above	School	95	100	84
	National	82	86	87

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	3
	Girls	6	5	7
	Total	9	9	10
Percentage of pupils at NC level 4 or above	School	82	82	91
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	3
	Girls	6	6	7
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	82	91	91
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	106
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	19.6
Average class size	26.5

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	119

Number of pupils per FTE adult	19.6
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*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	98/99
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	£
Total income	188781
Total expenditure	185750
Expenditure per pupil	1753
Balance brought forward from previous year	16086
Balance carried forward to next year	19117



***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	106
Number of questionnaires returned	81

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	1	2	0
My child is making good progress in school.	68	26	4	1	1
Behaviour in the school is good.	83	15	1	0	1
My child gets the right amount of work to do at home.	51	43	5	0	1
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	60	32	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	79	20	0	0	1
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	62	35	4	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	72	27	0	0	1
The school provides an interesting range of activities outside lessons.	41	43	11	0	5

## **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**

61. Children who are under five are taught in a mixed age group class which contains reception and Year 1 pupils. At the time of the inspection, only three of the children in the class were still under five. Whilst the school takes in pupils of all abilities which includes those with high abilities as well as those with special needs, overall attainment at the start is a little above the average. Children make good progress in relation to where they start and, except where there are special needs all will achieve the learning targets for their age or above.

#### *Personal and social development*

62. There is good provision for pupils' personal and social development. Children are independent in dressing for example for physical education, in hygiene and at lunchtimes. Mostly they tend to their own needs and only ask for help when they are not able to deal with things themselves. They learn that other children and adults can have special needs and accept naturally any differences. Good behaviour is expected and children are constantly encouraged to take turns. Mostly they listen to others' contributions and can concentrate on their work whether it is by themselves or with a group. Good relationships ensure that children grow in confidence and there is sensitivity to individual needs.

#### *Language and literacy*

63. Unless they have special needs, children are likely to exceed the expected targets for language and literacy. Children join in small group activities with confidence and enthusiasm. They are eager to make contributions to discussions and they speak clearly and confidently. One child has a rich and extensive vocabulary which is beyond the usual expectations for children of this age. All of the children have a clear understanding of the conventions of books and an enthusiasm for stories and rhymes. All are able to read some key words and one is already reading simple texts very confidently. They know upper and lower case letters by name and sound, and can recognise simple punctuation such as capital letters and full stops. Because of the school's policy on joined up writing, the children learn to use a cursive script from the outset and all can write their names in this way.

64. Very good teaching in this area ensures that the children take part in the whole class parts of the literacy hour. They write their own news with confidence and are very well supported by the nursery nurse in these and in literacy related activities. There is good provision for a very able child to stay longer with the class activities and to stretch her learning appropriately through this provision.

#### *Mathematics*

65. Children are achieving well in this area of learning and are likely to exceed the expectations set for their age. Teaching is very good. Mathematical learning is planned effectively mainly through practical activities such as ordering numbers to 10 and to 20 or counting sets but the children are also learning to read and write numbers and symbols to record their work. The teacher and the nursery nurse work well together to ensure a good balance of support. The children enjoy taking part in whole class mental and oral work which is taken at a brisk and lively pace. They respond with enthusiasm and confidence answering questions at a good speed. They count to 20 in ones, odds and evens following the lead given by the older group and answer questions involving addition and subtraction at their own level. Children also work in small groups where the work is more focused to their particular needs. They use mathematical language such as more than and less than appropriately and can describe the names of some mathematical shapes.

### *Knowledge and Understanding of the World*

66. Because they are part of a mixed class, the children take part in lessons which have a strong National Curriculum content. In geography for example, children are developing a good knowledge of the special language used when talking about maps. They are becoming aware of directions and follow the teacher's model of a map as they produce their own simple maps. In science, the children were learning how to test objects for floating and sinking and making simple boats. Good discussions with the teacher promote thoughtful predictions from the children about what the objects will do and there is also extension of the more able by asking them to find ways to sink objects which float. Teaching in this area of learning is good. Children design and make models and use construction tools and materials sensibly. The children have access to computers and planning shows that historical elements of this area of learning are covered at an appropriate depth.

### *Creative development*

67. Planning shows that the children experience a broad range of creative activities and from the limited observations made in this area, they are likely to achieve the expected standards. The class which contains the youngest children were making rockpools using collage techniques and work on the displays show other examples of collage, painting and observational art, all at appropriate levels.

### *Physical development*

68. Children listen to taped music attentively and move imaginatively and confidently with good control, co-ordination and use of space. The taped programme was used well with clarification of the instructions, reminders, prompts and modelling of actions which gave the children plenty of ideas and support when they needed it.

69. In other activities such as construction, the children show that they have well developed manipulative skills for example using scissors carefully with attention to safety.

## **ENGLISH**

70. In the tests for eleven year olds in 1999, the school's results were average compared to national figures. Only eleven pupils took the test and two of these had special needs related to dyslexia. All other pupils except these two reached the expected level (level 4). The small number taking the test and the high percentage with special needs affects figures and is the reason why they are average. In comparison with similar schools, results are well below average. In this case, the reason why the grading is not higher is that as well as small numbers taking the tests and high percentages of special needs, not enough pupils reached the higher level ( level 5). Consideration of the pattern in other years, shows that where the figures are lower, there is a correspondingly high percentage of pupils with special needs. In 1997, for example where results were average, of the thirteen pupils taking the tests, three had statements of special need and one was at stage three of the assessment process. Three of these four pupils did not reach level 4. In the current Year 6 class, four of the sixteen pupils have special needs and is the reason why the target set is lower than the previous year's attainment. However, the school's assessments show that good progress is being made towards meeting the target and it may well be exceeded; a significant improvement is expected at the higher levels. Inspection evidence supports these predictions. The improvement is being secured because the governors took the decision to split the large Year5/6 class into separate year groups and because of the high quality of the teaching that the Year 6 pupils receive.

71. A strength of the Year 6 pupils is the confidence with which they read aloud. They are very aware of audience, read at a suitable pace and know the importance of punctuation in indicating places for pauses. These skills show, for example when they read prayers during assemblies. During a literacy lesson, they read extracts from Shakespeare's play 'As You Like It' fluently and in some cases with voice characterisation. The teacher's quiet but demanding approach draws from the pupils their understanding of the meanings of individual words and literary devices. They are able to give examples from the text of similes, metaphors, alliteration, personification and assonance. Pupils with special needs take a full part in the discussions with questions which are pitched to their level but they also have a special time when attention is focused at simpler work to improve their basic skills. Pupils write confidently within the literacy hour especially in non-fiction styles such as letters or accounts. There is less evidence of writing of a more imaginative type such as might be found in history and the few examples are of limited length. There are examples of different forms of planning and pupils know that they can improve their writing when it is in draft form although they have a limited range of techniques for doing this. Handwriting is very well formed and presentation is good.

72. The strengths described in attainment in Year 6 are also evident throughout Key Stage 2. Pupils read confidently and oral work is often good. Writing is competent but less well developed in descriptive styles than in factual. There are however, some good examples of imaginative writing for example in Year 4 where one pupil wrote a lively and interesting poem about teachers being " a species no-one understands".

73. Standards in the national tests for seven year olds in 1999 were above the average in reading and well above in writing. They were below those of similar schools in reading but well above in writing. Writing was given a particularly strong focus in order to raise attainment. A strategy which was successful was giving the pupils the criteria for marking which were in line with the test grades so that they knew what they needed to do to reach the next level. The current Year 2 class contains more pupils with special needs and, although there is evidence of attainment at the higher level, on the whole attainment is more average. Pupils read confidently, they can listen attentively but do not do so consistently. They are encouraged to speak clearly and to express their opinions but are at times over enthusiastic in their efforts to be heard. All of the pupils are writing independently. Some of the work shows evidence of attainment at the higher level in the complexity of construction and lively use of language. For instance, in an alternative version of 'Red Riding Hood', one pupil wrote, " Out of the cupboard popped grandma. She pulled a pistol out of her knickers and shot the wolf". The decision to teach a joined up script when they start school has proved fruitful and has resulted in almost every pupil having neat, legible handwriting .

74. The school has successfully implemented the literacy hour and teaching in English is good and in some cases very good. Teachers plan effectively using a standard literacy format. Lessons are conducted at a brisk pace. Relationships are good. Teachers have a secure understanding of the content of literacy lessons and good subject knowledge which shows, for example in their use of language related to grammar and their ability to use pupils' answers to expand on learning. Marking is good recognising effort as well as quality and giving pupils clear indications of how they can improve. Reading records are maintained by teachers and pupils, and parents help by listening to their children at home and commenting on how well they do. All pupils take part in the literacy hour but there is also a good range of strategies for meeting individual needs which include specialist support staff, additional classroom support, the use of the additional literacy strategy and some skilful volunteers who work with individual pupils with special needs and with small groups.

75. Throughout the school, pupils write in a variety of styles with a fairly strong emphasis on non-fictional forms such as letters and accounts. There are many opportunities for pupils to develop their spoken language across the curriculum but written work in subjects such as history is very limited

because of the small amount of time subjects are allocated; recording is most often through work sheets which is the quickest form for written evidence. The limited examples of individual writing and research that exist show that pupils can be imaginative in other subjects, albeit on a small scale, when they are given the opportunity.

76. The subject is effectively managed and monitoring is developing well with contributions from visiting specialists as well as teachers. At present, English has a significant time allocation reflecting the emphasis that has been given to the subject.

## **MATHEMATICS**

77. Results of the 1999 National Curriculum assessments for pupils in Year 6 were well above the national average for the proportion achieving both the expected level 4 and the higher level 5. In comparison with similar schools results were average for the proportion achieving level 4 or above but above average for those achieving level 5. Taking the four years 1996 to 1999, standards in mathematics are above the national average. The current predictions of teacher assessment for the present group of Year 6 pupils indicates that the pupils will exceed the targets set for mathematics and that this will improve performance in mathematics. The school agreed targets of 82% level 4 and now expects to achieve 94%, which will be a further improvement on the 1999 results. Inspection findings also indicate that the current group of Year 6 pupils are attaining high standards which are well above average and that the school is sustaining high levels of achievement. This improvement is the result of the attention given to the teaching of mathematics in Years 5 and 6. These year groups are now taught separately and Year 6 in particular are benefiting from high quality teaching.

78. Results of the 1999 National Curriculum assessments for pupils in Year 2 were close to the national average for the proportion achieving both the expected level 2 and the higher level 3. Taking the four years 1996 to 1999, results fluctuate year on year and there has been a decline since 1996 but overall performance is well above the national average. In comparison with similar schools, results in 1999 were below average. Inspection findings show that for the current group of Year 2 pupils, standards are above average and are on course to achieve improved standards to those of the previous year. Improvement over the school's results in 1999 is the result of good teaching linked to the effective implementation of the national numeracy strategy.

79. By the end of Key Stage 1, most pupils have good number skills. They add and subtract two and sometimes three digit numbers accurately and more able pupils can carry out simple multiplication and division sums. They recognise odd and even numbers and have a good grasp of number facts to 20. They have a well-developed awareness of number sequences and can count forwards and backwards in even and odd numbers. They have a good mathematical vocabulary and can associate different terminology to the correct process. Pupils cover a wide range of mathematical topics including the handling of data to produce graphs of favourite pets, the attributes of shapes, symmetry, money and measure.

80. The work of pupils in Key Stage 2 is of a high quality. It is well presented and indicates good coverage of the National Curriculum Programmes of Study. Year 3 and 4 pupils have good number skills and carry out calculations confidently. They have a good grasp of multiplication tables and apply this to mental activities effectively. They use tallying to organise data prior to producing block graphs and pictograms. High attaining pupils apply their mathematics skills to investigations and can explain their Venn diagrams clearly. By the end of Key Stage 2 almost all pupils have very good number skills, which they apply to mental activities enthusiastically, responding rapidly to questions. They can multiply and divide by two digits, understand lowest common multiples, factors, prime numbers, and square numbers. Pupils have a good knowledge of decimals and percentages and can apply this

knowledge to real life situations. They handle data confidently and produce different types of graphs both by hand and by using spreadsheets on the computer. The development of mathematical skills is good throughout Key Stage 2 but especially good in Year 6. Year 6 pupils solve algebraic equations and multiply and divide fractions with confidence. They use calculators to calculate price reductions and savings when carrying out real-life problems. High attaining pupils in Year 6 calculate ratios and can explain the mean, median and mode. Pupils with special education needs in this year group cover a wide range of work and are making very good progress. They are developing good skills in number, decimals and fractions. Their confidence and skills in the subject are developed effectively as a result of the well-organised extra support they receive in the classroom.

81. Pupils use numeracy skills successfully across the curriculum, particularly in design technology, geography and science. In geography, for example they use tallying to gather data when carrying out a traffic survey as part of a study into the nearby small town of Longridge. They use this data to compile various types of graphs both by hand and using the computer. Information technology is used effectively to support pupils' learning of basic numeracy skills, the producing of graphs, for example of favourite pets, and the use of spreadsheets and data handling.

82. The quality of teaching in mathematics is good throughout the school and makes a significant contribution to the standards achieved and to the quality of learning. Of the six lessons observed three were good, one very good and one lesson was excellent. No unsatisfactory teaching was observed during the inspection. All teachers have a good understanding of the subject and use this to good effect to give clear explanations of mathematical concepts. Lessons are well planned and have clear objectives, which are stated to the pupils at the commencement of the lesson. Teachers have a secure understanding of the national numeracy strategy and the school has made a successful start to its implementation since last September. All lessons begin with a challenging mental mathematics session, which is followed by well-organised and planned group activity. Teachers make effective use of plenary sessions to consolidate learning and make additional teaching points.

83. The high quality of teaching results in pupils making good progress in mathematics. Relationships in classrooms are very good and as a result pupils work hard and enjoy the subject. Pupils have very positive attitudes to mathematics and work with commitment and enthusiasm. They respond well to questions in whole-class sessions and maintain a high level of concentration during group activity sessions, producing work at a good pace. This was particularly the case in the very good or excellent lessons observed. The teaching in these lessons was marked in particular by the high degree of challenge presented in both the opening mental activity session and the following group work and in the clarity of presentation by the teacher. This resulted in lively opening mental sessions, which excited and enthused the pupils. In the Reception/Year 1 Class a lively mental session counting to 20 plus in ones, odds and evens was followed by the teacher asking pupils: What is one more than/ less than? Two more than/less than? This was followed by addition and subtraction questions with pupils using cards and fans to show their answers. The pace of the lesson and the manner of its delivery made for an exciting session, which stimulated the pupils and resulted in very good learning. Teaching in Year 6 is of very high quality and is effectively supporting the raising of standards. The teacher had clear objectives, which were specified to the Year 6 pupils at the start of the lesson. This was followed by an opening mental session involving initial number work on doubles and halves against the clock followed by questions on decimals leading into a challenging series of questions using equations to recap on the order of execution of calculations. Pupils were able to solve questions such as  $x=(yx3)+2$ ,  $x=(yx2)-6$  in their heads in a very confident manner. This was an exciting opening mental activity session, which the pupils enjoyed and resulted in excellent learning and the developing of very positive attitudes to the subject. The mental session was followed by a very well planned group activity involving the use of calculators to help solve percentage problems related to real life situations. The teacher matched the activities to the ability of the pupils and incorporated the use of computers into one of the tasks effectively.

84. The subject is effectively managed. The co-ordinator has produced a detailed action plan, which includes planned observation of teaching and learning. She also monitors the subject through the examination of planning and pupils' work. Teacher expectations have been successfully raised by the introduction of targeting for all pupils. Use is made of National Curriculum Optional Tests in Years 3, 4 and 5 and national tests in Years 2 and 6. Data is being gathered and compiled into a database, which will support the tracking of pupils and determining of appropriate action as necessary.

85. The previous inspection report found that attainment at the end of both key stages was broadly in line with the national average, that teaching was sound and that co-ordination was enthusiastic but did not have opportunities to monitor and evaluate teaching and learning. This situation has been improved. Teaching is now good and presents challenging lessons to pupils. The school has taken the required organisational measures to separate Years 5 and 6 and the co-ordinator now has a clear view of the quality of teaching and learning. The school is on course to raise standards in the subject.

## **SCIENCE**

86. Results of the 1999 National Curriculum assessments for pupils in Year 6 are above the national average for the proportion achieving both the expected level 4 and the higher level 5 and are above average in comparison with similar schools. Results have been sustained at above the national average over the last three years. This year, teacher assessments predict that the targets set will be achieved with an improvement at the higher level. Inspection evidence supports the view.

87. At the end of Key Stage 1, attainment measured through teacher assessment is below the national average overall. This is because the figures for the attainment targets are varied with very high results in some balanced by lower results in others. For example, there is very high attainment in the sections concerned with Life and living processes and Physical processes and below average in Materials and their properties. This is because these areas were taught and assessed at different times with the more recent attainment targets showing the higher levels. Grades given are accurate but the assessments taken over time result in overall attainment for 1999 being below the average for the expected level 2 but average for the higher level 3. This does not fairly reflect what the pupils can do in science by the end of Year 2. Inspection findings are that the current group of Year 2 pupils are generally achieving the standards expected for their age.

88. Pupils in the Year 5/6 class are reaching the levels expected for their age. Current work shows that they have sound knowledge of types of mini-beasts and of the factors which affect a creature's ability to live in a particular environment. Good use of the school grounds, which provide a very rich environment for this kind of science work, brings reality to the lessons. Pupils are lively and enthusiastic; most work well although a few are easily distracted by being outside. Good explanations by the teacher of classification and use of specific language such as 'mollusc' or 'arachnid' help to extend pupils' learning and vocabulary. In the Year 3/4 lesson, pupils watched with interest an experiment with yeast planned to extend their learning about micro organisms. Questions which show the teacher's good subject knowledge drew from the pupils information from previous work and some clear and succinct definitions. For example, one pupil gave a definition of organic as "something that was alive or once alive" and was able when challenged to demonstrate understanding of the concept by giving suitable examples. Pupils also showed that they are able to think and question the reliability of what you see. When one blew a balloon up to show that we breathe out air even if we cannot see it, another offered the comment that "if you put an ant in a balloon, we know it is alive and breathes but its breath is too small to show in a balloon".

89. In Key Stage 1, investigations similar to those in Key Stage 2 are planned and delivered at an appropriate level with pupils investigating classification in terms of alive, not alive or used to be alive. A sound introduction gave pupils a clear idea of what they were going to do but did not revise sufficiently what they had already covered. Group investigations were satisfactory but the worksheets were dependent on prior knowledge and insufficient links with the introduction meant that pupils were insecure in their answers. The plenary session helped to bring together pupils' observations and further explanations resulted in a satisfactory level of learning. In the reception/ Year 1 class, there were good links with literacy when a 'big book' on sinking and floating was very well used to stimulate pupils' interest and engage them in discussions of why boats float preparing the way for some good investigation on the subject. Pupils tried hard, took turns and collaborated well. Teaching was effectively developing learning through discussions and supporting knowledge and understanding of forces as well as buoyancy and early awareness of density. Resources for making boats were prepared by the teacher and missed the opportunity for pupils to respond to the challenge individually.

90. Teaching in science is good. In the small number of lessons observed, teachers are well prepared with the knowledge necessary for the particular lesson. Resources are readily available and any helping adults know how they can best help the pupils. Teachers' positive responses to pupils' answers even when they are wrong encourage positive effort from the pupils who are willing to answer and keen to add their contributions to the lesson. There is a good concentration on helping pupils to use specific scientific language and styles of recording follow a scientific format.

91. The subject is well managed by a co-ordinator with relevant expertise. The policy has recently been revised and schemes of work are being amended in line with requirements for September. Although some monitoring has taken place, science has not been a major priority this year and this is recognised as a future need along with extending the use of computers. Within the scheme of work and from pupils' books, there is evidence of sound coverage and re-visiting of areas over time. Opportunities for independent investigation or extension of personal interest and research are relatively limited reflecting the current time allocation.



## **ART**

92. Only two lessons were seen but this has been supplemented by looking at pupils' work on display. These provide sufficient evidence to confirm the findings of the previous inspection that standards are good and the photographic record that has been kept of displays shows that this is a consistent picture.

93. The school's policy and the pupils' work show a good coverage of two dimensional work; pupils gain skills in working with a variety of colouring media. For example, in the lesson seen, Year 5 and 6 pupils excitedly arranged their collection of objects and chose chalk or charcoal or both to record their efforts. Their work shows familiarity with techniques such as hatching, shading and blending colours to give depth. Earlier discussions of contrasting still lifes by Cezanne and Leger were well handled by the teacher to encourage pupils to use specific language such as tone and texture and to express their preferences clearly and sensibly. Good attention was paid to commending pupils' efforts and to showing the class examples that were proving to be effective.

94. A good knowledge of artists and styles, particularly of the European culture, is being fostered and is evident in the pupils' work. Portraits inspired by looking at those done by Picasso show a bold use of colour and a reflection of the artist's style. Pupils' rejoice in choosing inventive titles such as 'The Fierce French Streak' or 'The Devilish Dude' to describe their work. Abstract designs based on the work of Piet Mondrian and 'Pop Art' cartoons in the style of Roy Lichtenstein celebrate different styles. In Key Stage 1, younger pupils create 'dotty doodles' and make careful observational drawings of daffodils. Collage is used as an individual technique as when pupils created pictures of sunflowers in the style of Van Gogh and sometimes within a frieze such as the one based on Rousseau's forest painting.

95. Although there is some evidence of work from ancient and non-European civilisations, these are less well represented as are three dimensional aspects and computer generated art.

96. Throughout the school, good emphasis is given to care and quality in art and this is reflected in the way that staff display pupils' work. The high quality of displays adds to the richness of the environment.

## **DESIGN AND TECHNOLOGY**

97. Although it was possible to see only a few lessons during the inspection, observation of these lessons, discussions with teachers and pupils and scrutiny of work and teachers' planning leads to the judgement that standards are in line with those expected nationally in both key stages. The school's scheme of work and plans ensure that the curriculum is fully covered and pupils make satisfactory progress.

98. Pupils in Key Stage 1 achieve standards in line with the national expectation. They learn to manipulate simple tools such as scissors and glue spreaders. They develop skills in using a range of materials including paper, card and cloth fabrics. Pupils' designs use pictures and words to communicate their ideas when making their Christmas cards, pop-ups and masks. Pupils in the Reception/Year 1 class learn to design and make a vehicle and use construction toys to make vehicles. Older pupils learn to design something to use between waking and coming to school. Construction equipment is used to design and make toy cars.

99. Standards by the end of Key Stage 2 are in line with the national expectation. Pupils' in Year 3 and 4 produce designs for towers using paper. They are aware that the construction is strengthened

and has a greater capacity to withstand loads if they fold or roll the paper. Their balsa wood models of rafts and buildings indicate effective use of materials and tools. Pupils in Year 5 and 6 use the computer to produce Jubilee cards to celebrate the millennium. They design and make a range of items using card and cloth materials including Christmas crackers, sugar plum boxes and lavender bags. The class are carrying out a geography topic on the nearby small town of Longridge and pupils successfully use their knowledge to design and make a model of the centre of the village. This involves the designing and making of buildings using a range of materials. Pupils use control technology in their constructions of light systems to add to the model and can explain the working of their models with understanding. They are aware of the need to evaluate and where necessary improve designs and constructions and are developing a critical awareness of their work.

100. Pupils' attitudes to work in design and technology are good. Pupils of all ages and abilities are excited by the work and sustain good concentration during lessons. They enjoy the tasks and work well together on joint ventures. Pupils listen attentively to instructions and generate ideas enthusiastically, using their knowledge of materials and tools well.

101. The quality of teaching in the limited number of lessons seen is good and this indicates improvement since the last inspection. Teachers plan their lessons carefully and link the activities well to previous work. Teachers make a clear statement of the aims of the lesson to pupils at the start resulting in enthusiastic responses and good question and answer sessions. The tasks presented to pupils are interesting and open-ended and involve a degree of challenge, which develops their skills in design. Teachers make effective use of support staff to ensure that all pupils have good access to the curriculum. Relationships in the classrooms are good and as a result pupils respond positively and learn well.

102. The subject is well co-ordinated although the monitoring of teaching and learning needs further development. Standards of attainment are similar to the previous inspection and teachers continue to demonstrate good subject knowledge.

## **GEOGRAPHY and HISTORY**

103. No lessons were seen in history and only three in geography. Discussions were held with Year 6 pupils and pupils' work, policies and planning were scrutinised to provide further evidence.

104. In history, the Year 6 pupils are able to talk with some enthusiasm about the work they had done on the different conditions of life facing rich and poor people in Victorian times. The local study of the small town of Longridge had clearly given them much to consider and they expressed some frustration about not having enough time for field work as "there was lots more to find out". They do some research in school using reference books and the computer programme 'Encarta' but not enough to satisfy their interests. In discussions pupils were able to talk at a level appropriate to their age and ability but the predominant level of recording through work sheets does not reveal a breadth of attainment and is at a lower level of attainment than is evident in discussions. This is also true in Year 2. It is not possible to assess the range and level of attainment since all pupils have completed the same worksheets. However, there has also been some useful historical role play which has enhanced the study of the Victorians.

105. Overall, in lessons in geography, attainment is in line with expectations and teaching is satisfactory. In the Year 5/6 class, pupils enjoyed a lively introduction to aerial photographs and maps and responded enthusiastically. The Year 6 group were able to find the ten features they were asked to identify from the photographs whilst the Year 5 group used OS maps to find marks of features. The

pupils worked well in pairs and are developing good skills in using the two different forms to learn to recognise features. They learned more about this aspect in the lesson than about how facilities and settlements develop and function. The four Key Stage 2 pupils who are in a mixed key stage class have a series of short lessons before the Key Stage 1 pupils return to the class. This works well to give them fairly intensive small group experience. The teacher makes the expectations and aims of the lessons clear to the pupils and ensures that they focus their attention on these aims. The small group situation allows good levels of individual support and pupils respond well, for example being keen to offer answers to questions. All four are able to interpret the simple features of OS maps and use them to talk about directions, location and routes to and from a particular point. The youngest pupils in Key Stage 1 achieved good standards in their work on map skills through good teaching. The work is differentiated so that the two different year groups are appropriately challenged. A caring and sympathetic approach combined with good levels of challenge gives pupils confidence and self esteem in learning.

106. At present the two subjects have barely sufficient time allowed and alternate on the timetable. The school has concentrated on giving as broad an experience as possible within these constraints. There is satisfactory coverage of content but the lack of time shows in too little opportunity for recording learning in a range of styles. This is done predominantly through worksheets. There is little writing in creative styles and little opportunity for pupils to follow up areas of personal interest in school. Pupils reported doing further research at home if the topic motivated them to do so but this is not enough to ensure an adequate level of experience.

## **INFORMATION TECHNOLOGY**

107. By the end of both key stages, most pupils are achieving standards in line with national expectations in all aspects of the subject and some demonstrate higher levels of knowledge and skills. The school has made considerable improvements in provision since the last inspection. Each classroom has a small suite of computers, which enables the teacher to ensure that all pupils get regular time at the keyboard. This is having a positive impact upon standards and enables information technology to be used across the curriculum.

108. In Key Stage 1 pupils make good progress. Pupils in Year 1 are developing good skills. They learn to control the mouse correctly and demonstrate confident keyboard skills. They make good use of a range of programs to support activities in subjects of the curriculum, for example word processing in national literacy lessons and creating pictures in art lessons. Year 2 pupils use word processing skills well to write their stories and support the development of skills in grammar by the correct use of capitals and full stops. They use data effectively to create graphs on their favourite pets. Pupils develop skills in control by entering commands into a programmable toy in order for it to follow a planned route. By the end of Key Stage 1 most pupils are confident in their use of the mouse and keyboard, can load and save their work.

109. Throughout Key Stage 2 pupils of all levels of attainment continue to develop skills in information technology satisfactorily. Word processing skills are developed in Years 3 and 4 with pupils writing their own prayers in religious education lessons. They edit their stories confidently and can select elements, change fonts and save and print their work. They use the program "Story Weaver" to combine text and pictures when illustrating their version of what happened next. Skills in control technology are developed through the use of the First Logo program and most pupils can confidently develop a series of instructions into a routine to direct an object on the screen around a route. Pupils develop their number skills through the use of simple number programs in numeracy lessons. By the end of Year 6 pupils can edit their stories effectively and add pictures using clip art and the school Digital Camera. They use databases to both obtain information and also create a log of books read by

all pupils. Pupils demonstrate good skills in searching for information using Encarta to gather information on rivers in geography lessons and Shakespeare in a literacy lesson. Year 5 and 6 pupils use spreadsheets well to enrich work in their geography topic on Longridge by carrying out a traffic census and creating charts and graphs.

110. During the inspection no whole class teaching of information technology was observed. However, teachers have good skill levels and are confident in their teaching of groups and individuals. They organise their lessons well to ensure that pupils make regular use of the computers. They diligently check the work of pupils at the computers during group sessions and make good interventions to challenge pupils and ensure effective learning. The clarity of teachers' instructions and the objectives set for pupils are successful in ensuring that pupils understand and can explain their work clearly. Teachers make effective use of information technology to support pupils' learning across the curriculum. Good use is made of support staff to ensure that special educational needs pupils have access to the curriculum and make good progress.

111. Pupils respond to the enthusiasm and confidence shown by teachers by working productively in lessons. This is also due to the good relationships which teachers establish. Pupils are very eager to work on computers or other devices and throughout the school enjoy their work in information technology. There are good levels of co-operation when pupils are asked to collaborate.

112. The subject is managed effectively by the co-ordinator who monitors work through examination of planning and pupils' work and discussion with colleagues. Teachers keep sound records of the progress made by pupils together with portfolios of work. The good resources are well used but there is, as yet, no link up with the Internet. A governor with particular skills in information technology makes a very effective contribution to the work of the school and supports the co-ordinator well. Together they run a successful computer club, which supports the raising of standards in the subject in the school.

113. The previous inspection found that attainment in information technology was in line with the national expectation but that there was little evidence of control, modelling or monitoring aspects of provision. The school has improved provision in the subject both in terms of the resources available and the breadth of coverage of the curriculum. Attention is now given to the different aspects of the subject although there is still scope for development.

## **MUSIC**

114. Only two lessons of music were seen, one in each key stage, along with assemblies and extra curricular activities. This provides a fairly limited evidence base on which to judge standards but would suggest that they are broadly in line with expectations at both key stages.

115. The music that pupils sing and play in class and extra curricular activities is often liturgical and as a result assemblies benefit from the accompaniments of groups who play guitars and recorders. Assembly music is joyful with pupils joining in enthusiastically whether they are playing an instrument or singing. Recorded music is played as pupils arrive and leave assembly and the pupils are reminded of the instruments that they can hear and of the composer for the week.

116. Standards in music in the two lessons seen was not of the quality reported in the previous inspection and the two lessons are not sufficient to draw conclusions about the overall quality of teaching in the school. Teaching in one lesson was satisfactory and in the other was not. In the Key Stage 2 lesson, pupils worked sensibly throughout to produce a class composition at a satisfactory standard. They used instruments to create sounds which evoked a day on the beach. Instruments were handled with care and respect; behaviour was good. Time was well managed by the teacher so that

pupils had a sense of satisfaction and achievement in playing through a full composition. The session was tightly orchestrated and pupils had limited opportunity to experiment with sounds. In the lesson in Key Stage 1, pupils were learning a new hymn. There was too little variety in the lesson to keep the pupils' attention. They struggled to follow the tune because the teacher made an error in pitch. They found difficulty in maintaining a steady accompaniment on tambourines, were often restless and at times uninterested.

117. Several teachers and the secretary provide extra curricular activities each day when pupils learn to play guitars and recorders. These sessions are relaxed and informal. They are effective in encouraging pupils to play instruments and enjoy making music. Pupils learn to strum chords on guitars to accompany singing and to read music and play recorders. Sessions are well attended and a good number of pupils benefit from the extra provision.

## **PHYSICAL EDUCATION**

118. Pupils at the end of Key Stage 1 are achieving standards in line with expectations for their age. Their work in dance is well controlled and co-ordinated. Pupils create good sequences of movements in response to a taped radio programme, making effective use of space and level and demonstrating good control of their bodies. They make interesting shapes involving stretches and curls and add an extra dimension through their facial expressions and the use of hands and feet. Pupils are aware of the needs of others in their movements and change direction with care. They respond well to the different moods and rhythms conveyed in the music and use speed and weight of movement effectively.

119. By the end of Key Stage 2, pupils achieve satisfactory standards and this is similar to the findings of the previous inspection. Virtually all pupils attain the national expectation of being able to swim 25 metres unaided. Year 3 and 4 pupils perform gymnastic actions competently. They work well in pairs and small groups when developing sequences of movements whilst travelling over floor or apparatus. They have a good sense of balance and are aware of space. They watch the performance of others carefully and learn from the experience, improving their performance as a result. Pupils set out apparatus safely and effectively and have a good awareness of safety issues. In a games lesson pupils in Years 5 and 6 develop skills catching and throwing in pairs and fours. A number of pupils demonstrate particularly good skills and can throw accurately over long distances and catch the ball confidently. They are skilled in batting and bowling in rounders and work well in fours developing this skill. When playing a game of rounders they display an informed awareness of the rules of the game and compete enthusiastically.

120. Pupils have very positive attitudes to their work. They dress appropriately for lessons and understand the importance of safety considerations and the need to respond quickly to the teachers' instructions. All pupils are enthusiastic and obviously enjoy the subject, putting a great deal of physical effort into their activities.

121. The quality of teaching is satisfactory. Teachers display secure and confident subject knowledge that is passed on to the pupils with enthusiasm. Teachers give due emphasis to the development of skills and support the improvement of individual pupils through clear and positive feedback during lessons. Lessons are well planned with clear aims and due regard is given to health and safety. Teachers give clear instructions to pupils and ensure that lessons proceed at a good pace.

122. The curriculum is well enhanced by a good range of extra curricular activities. Pupils have the opportunity to play football, netball, rounders, cricket and athletics. Competitive matches are organised against other schools in netball, football and rounders and athletics. The range of activities in such a small school is good and is facilitated by the enthusiastic support given by teachers, governors

and parents. Outdoor and adventurous activities are included in the curriculum to the extent that they are experienced during a residential visit to an outdoor education centre for pupils in years 5 and 6.

123. Management of the subject is satisfactory. There is a clear policy and a comprehensive scheme of work, which indicates that the programmes of study are covered through a two-year cycle. A strong emphasis is placed on the progressive development of skills. Clear guidance is given to teachers with regard to assessment procedures and the resources available.

124. The previous inspection found that standards by the end of Key Stage 2 were in line with the national expectation, that staff were confident in the subject, teaching was sound and that all aspects of physical education were taught. The small number of staff in the school has commendably maintained this position.