

INSPECTION REPORT

SS Peter and Paul RC Primary School

Bolton

LEA area: Bolton

Unique Reference Number: 105225

Headteacher: Ms D Power

Reporting inspector: Mr I Hocking

Dates of inspection: 15th - 18th November 1999

Under OFSTED contract number: 706755

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Pilkington Street
Bolton
BL3 6HP

Telephone number: 01204 524991

Appropriate authority: Governing Body

Name of chair of governors: Father J McNamara

Date of previous inspection: March 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--------------------------|---|--|
| Ian Hocking, RgI | Mathematics Design and technology Physical education Under fives | Teaching Leadership and management Efficiency |
| Alice Rae, Lay Inspector | | Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community |
| Margaret McNeil | English Geography History | Attainment and progress The curriculum and assessment Pupils' spiritual, moral, social and cultural development |
| Peter Hill | Science Information technology Art Music | Staffing, accommodation and resources Special needs Equal opportunities |

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MAIN FINDINGS

What the school does well

- The headteacher and staff are wholly committed to the academic and pastoral welfare of pupils.
- The headteacher, ably supported by senior staff and the governors, provides very good leadership.
- Teaching is very good, resulting in pupils making good progress and achieving their best standards.
- It provides an outstanding ethos where all individuals are highly valued.
- There are excellent relationships amongst pupils and adults.
- The school makes outstanding provision for pupils' personal development.
- Resources are managed effectively and efficiently.
- Pupils are highly motivated and their behaviour is very good.
- The school provides good value for money.

Where the school has weaknesses

- I. There are two minor omissions in the information that the school is required to give to parents.
- II. The school does not fulfil all the National Curriculum requirements in information technology.

This is a very good school whose many considerable strengths far outweigh the above weaknesses.

• **How the school has improved since the last inspection**

Considerable improvement has been made since the last inspection. The governors, headteacher and staff have worked hard to eliminate all of the weaknesses identified as key issues at the last inspection. In addition:

- III. Teaching quality has improved as has the quality and effectiveness of support staff.
- IV. Curriculum planning and assessment has improved significantly.
- V. Resources and accommodation have been enhanced substantially.

The school is very well placed to continue to improve.

• **Standards in subjects**

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

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

The reliability of these results is reduced because of the small number of pupils involved.

The high standards attained in mathematics and science are exceptional and not typical of the work of the pupils presently approaching the end of Key Stage 2. Pupils' standards in information technology are below the national expectation because not all aspects of the subject are covered.

• **Quality of teaching**

| Teaching in | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|-----------|--------------|--------------|
| English | Very Good | Very Good | Good |
| Mathematics | Very Good | Very Good | Very Good |
| Science | | Good | Good |
| Information technology | | Satisfactory | Satisfactory |
| Other subjects | Good | Good | Good |

Teaching is very good overall. It is satisfactory in 20% of lessons; good in 32%; very good in 36% and excellent in 12% of lessons.

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

• **Other aspects of the school**

| Aspect | Comment |
|---|---|
| Behaviour | Very good – in lessons and around school. |
| Attendance | Below average but the school has good procedures in place for promoting pupils' attendance. |
| Ethos* | Outstanding. The school is committed to the aim of all pupils doing their best and there are excellent relationships. |
| Leadership and management | Very good. The headteacher leads by personal example – she is ably supported by her colleagues and governors in providing clear educational direction for the school. |
| Curriculum | Very good. Teachers plan well for the needs of all pupils, including those with special educational needs. Good extra-curricular provision. |
| Pupils with special educational needs | Very good. Staff is keenly aware of the needs of individual pupils and provides for them very well. |
| Spiritual, moral, social & cultural development | Outstanding provision is made for pupils' spiritual, social and moral development and very good provision is made for their cultural development. |
| Staffing, resources and accommodation | Good. Teachers are well qualified and are very ably assisted by Nursery nurses and classroom assistants – good quality resources and stimulating environment. |
| Value for money | Good. |

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

• **The parents' views of the school**

What most parents like about the school

Parents have positive views about **all** aspects of the school's work. In particular, the following statements were very strongly supported by parents:

- VI. I feel the school encourages parents to play an active part in the life of the school
- VII. The school encourages children to get involved in more than just their daily lessons
- VIII. The school's values and attitudes have a positive effect on my child(ren)
- IX. My child(ren) like(s) school

What some parents are not happy about

No issues

Inspectors support the views expressed by parents.

· **KEY ISSUES FOR ACTION**

In order to continue to improve the work of the school, the headteacher, governors and staff should:

- 1) Raise pupils' standards of attainment in information technology by:
 - a) ensuring that the requirements of the National Curriculum are fully met; (Paragraph 143)
 - b) providing pupils with sufficient opportunities to learn about information technology; and by (Paragraph 143, 149)
 - c) continuing to provide staff with training in the subject. (Paragraph 148)

- 2) Fulfil all the statutory requirements in the information provided for parents by:
 - 1
 - a) including term dates and holidays, within the Governors' Annual Report to parents (Paragraph 67); and by
 - b) including the national test results in the school prospectus. (Paragraph 67)

INTRODUCTION

Characteristics of the school

1 St Peter and St Paul RC Primary School is an average-sized school situated immediately next to the parish church, in the Derby Ward of Bolton. The school is housed in a two storey building and has a separate hall and dining area.

2 The area from which most pupils are drawn consists mainly of rented terraced housing. The number of pupils (39%) registered to receive school meals free of charge is above average. Currently, there are 220 pupils aged three to eleven on roll. Pupils are organised into eight classes of similar ages. Most pupils have received pre-school education in the school's Nursery before they begin in Reception. At the time of the inspection, 51 pupils were aged under five. The school's intake into Nursery has a typical range of ability but the majority has levels of skill in language and number which are well below average. A few pupils leave the school before they reach the age of eleven and a greater number join the school in Key Stage 2. The school has identified 86 pupils as having special educational needs, which is well above average. Eleven pupils have a statement of special educational need, which is also well above the national average. Almost all pupils speak English as their first language.

3 The school's mission statement emphasises its Catholic ethos.

4 Among the areas the school has identified in its development plan are:

The development of the curriculum in numeracy, literacy, science, history
and re-decoration of classrooms.

Key indicators

Attainment at Key Stage 1¹

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for latest reporting year: | Year | Boys | Girls | Total |
| | 1999 | 11 | 13 | 24 |

| National Curriculum Test/Task | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Results | | | | |
| Number of pupils at NC Level 2 or above | Boys | 6 | 6 | 4 |
| | Girls | 10 | 11 | 10 |
| | Total | 16 | 17 | 14 |
| Percentage at NC Level 2 or above | School | 67(70) | 71(83) | 58(83) |
| | National | 82(80) | 83(81) | 88(84) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 6 | 6 | 6 |
| | Girls | 10 | 10 | 10 |
| | Total | 16 | 16 | 16 |
| Percentage at NC Level 2 or above | School | 67(74) | 67(83) | 67(87) |
| | National | 82(81) | 80(85) | 86(86) |

.....
1

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

Attainment at Key Stage 2²

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 13 | 5 | 18 |

| National Curriculum Test | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Results | | | | |
| Number of pupils at NC Level 4 or above | Boys | 7 | 9 | 12 |
| | Girls | 3 | 4 | 4 |
| | Total | 10 | 13 | 16 |
| Percentage at NC Level 4 or above | School | 56(57) | 72(52) | 89(74) |
| | National | 68(65) | 69(59) | 78(69) |
| Teacher Assessments | | English | Mathematics | Science |
| Number of pupils at NC Level 4 or above | Boys | 6 | 10 | 12 |
| | Girls | 2 | 4 | 4 |
| | Total | 8 | 14 | 16 |
| Percentage at NC Level 4 or above | School | 44(52) | 78(53) | 89(61) |
| | National | 68(65) | 69(65) | 75(72) |

Attendance

| | | | |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | | | % |
| | Authorised | School | 5.4 |
| | Absence | National comparative data | 5.6 |
| | Unauthorised | School | 1.1 |
| | Absence | National comparative data | 0.5 |

Exclusions

| | | |
|---|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | Number |
| | Fixed period | 2 |
| | Permanent | 0 |

Quality of teaching

| | | |
|---|------------------------|-----|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 48 |
| | Satisfactory or better | 100 |
| | Less than satisfactory | 0 |

.....
2

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5 The attainment of the majority of pupils, when they start school, is well below that expected nationally. They make good progress and, by the time they leave the Reception class, the attainment of most pupils in all the prescribed areas of learning meets national expectations. However, a significant number have not reached these standards by the time they enter Key Stage 1. The good progress made by children under five is the result of the very good teaching they receive. Pupils receive a good start to their school life and are well prepared to start Key Stage 1.

6 Results in national tests vary considerably from year to year. This can be attributed to two significant factors. The first is that a very high percentage of the school's pupils have special educational needs. The second is the high number of pupils, often with special educational needs, who do not begin their education in this school, particularly those who enter during Key Stage 2. Both of these factors make year on year comparison of results unreliable, as cohorts are very different.

7 The national tests for 7-year-olds in 1999 show that the percentage of pupils reaching the expected levels was well below average in reading, below average in writing and well below in mathematics. Teacher assessments for science indicate that pupils' attainment was well below average. In comparison with similar schools the results were below the national average in reading, average in writing and well below average in mathematics. However, in the current Year 2 class, the percentage of pupils attaining the expected levels in English, mathematics and science is average.

8 In information technology, standards are below average.

9 During Key Stage 1, pupils make good progress in the core subjects of English, mathematics and science. They make satisfactory progress in music, history, geography and art. Progress in information technology is unsatisfactory. There is insufficient evidence to make judgements about design and technology and physical education.

10 The national tests for 11-year-olds in 1999 show that the percentage of pupils reaching the expected levels was below average in English, and well above average in mathematics and science. In comparison with similar schools the results achieved in English were above average, while those in mathematics and science were well above average. However, this was a particularly able group, whereas, in the current Year 6, half of the pupils have special educational needs, many of which relate to literacy development. Standards in English, therefore, are below average. However, standards in mathematics and science are average.

11 In information technology, standards are below average.

12 Throughout Key Stage 2, pupils make good progress in the core subjects of English, mathematics and science. They also make good progress in history, music and physical education. They make satisfactory progress in geography and art. Progress in information technology is unsatisfactory. There is insufficient evidence to make judgements about design and technology.

13 Differences in the attainment of boys and girls in tests indicated that girls did slightly better than boys in reading at Key Stage 1, while boys did better than girls in all three subjects, but markedly better in mathematics and science at Key Stage 2. The school has employed a range of strategies to raise girls' self-esteem and attainment. The success of their strategies is indicated by the fact that no obvious differences in the attainment of boys and girls were observed during the inspection.

14 In the non-core subjects, in both key stages, the strengths common to most pupils are that they contribute well in class discussions and take pride in the presentation of neat work. Pupils in each year group demonstrate independence during group work, taking it in turns to be responsible for handing out work and resources. Pupils collaborate and work well together.

15 The majority of pupils have average levels of skills in literacy throughout the school. Teachers are successfully implementing the National Literacy Strategy (NLS) and this is beginning to have a positive impact on standards of literacy throughout the school. Pupils read a range of fiction and non-fiction texts and can talk about books, indicating their preferences. Most pupils cope well when writing short pieces or answers to questions, but the standard of many extended pieces of writing is below average. Pupils write in an appropriate range of forms across the curriculum, such as re-telling the story of Rama and Sita in religious education and letters on environmental issues in geography. Oracy standards are broadly average. Pupils listen carefully to teachers and to each other and express their ideas confidently in class or group discussions. Pupils are confident in taking part in role play.

16 Throughout the school, pupils have average levels of skills in written computation and mental recall and manipulation of numbers. At present they are less secure in explaining their mental calculation strategies. However, the impact of the National Numeracy Strategy (NNS) is beginning to improve this. Pupils demonstrate use of their numeracy skills in taking a range of accurate measurements in science and design and technology, in ordering timelines and analysing census data in history.

17 Pupils with special educational needs make very good progress towards the achievement of the targets in their Individual Education Plans. They achieve standards which are well below average, but commensurate with their abilities. Their very good progress is the result of the high level of structured support they receive.

Attitudes, behaviour and personal development

18 The last inspection report found that behaviour and relationships were good and that the pupils' enthusiasm was a strength of the school. This area has not only been maintained but has improved so that attitudes, behaviour and personal development of the pupils is a significant strength of the school. Pupils display a delightful combination of politeness, enthusiasm and confidence when talking to adults in school.

19 Behaviour is very good. The small number of positive school rules are known, understood and observed by the pupils. Respect, care and consideration for others are encouraged by all the staff in the school, who set excellent role models for the pupils. The pupils with identified emotional and behavioural difficulties are well supported in school. There were no permanent exclusions during the last year and the two fixed-term exclusions were a result of one exceptional incident and in no way constitute a trend.

20 Pupils' attitudes to learning are very good. They settle quickly and listen carefully to their teachers and to each other. Questions are answered and contributions to discussions are made with enthusiasm and pupils value the contributions of their peers and of their teachers. Spontaneous applause is often given when, for example, pupils read out their own poems. Pupils work well together in groups, for example Year 2 pupils worked well together as 'shopkeepers' when working on money in mathematics. Older pupils are able to discuss their ideas quietly and sensibly with each other, for example when Year 5 pupils were developing their ideas for extending a poem into prose. 21 The personal and social development of pupils under five is very good. The pupils have settled in well and have quickly developed good attitudes to learning and to school routines. All pupils respond with reverence to the frequent occasions when they engage in prayer or quick reflection.

22 Relationships throughout the school are excellent. Pupils are encouraged by the extremely positive relationships between adults in the school and learn by example from the way they are treated by all the adults in the school. As a result they treat each other with love, respect and kindness.

23 There is a very strong sense of a loving, caring community that permeates the school and parents rightly feel happy about the attitudes and values promoted by the school.

Attendance

24 Attendance at the school is below the national average for attendance at primary schools. The unauthorised absences are above the national average. Although the attendance has improved slightly over the last few years the level of unauthorised absence has not reduced. Attendance is recorded using the statutory procedures.

25 Although the school gives a clear expectation that pupils should be in school, ready to start, at five minutes to nine, a significant number of pupils regularly arrive late. This lateness disrupts the start of the school day and reduces the effectiveness of teaching at the beginning of the day.

QUALITY OF EDUCATION PROVIDED

Teaching

26 Teaching is very good overall. In all lessons teaching is at least satisfactory; it is good in 32 percent of lessons, very good in 36 percent of lessons and excellent in 12 percent of lessons. This quality of teaching is remarkable and represents a significant improvement since the last inspection.

27 Teaching is very good for children aged under five. Children in the Nursery and Reception classes are well prepared for entry to the National Curriculum in Key Stage 1. In both classes, teaching is underpinned by very good quality planning, thorough preparation of stimulating activities and excellent relationships. A notable feature which contributes significantly to children's learning is the teamwork between teachers and NNEBs in both classes.

28 Teaching is very good in mathematics in both key stages, in English in Key Stage 1 and in history in Key Stage 2. It is good in science in both key stages in and in English, music and physical education in Key Stage 2. It is satisfactory in information technology. Insufficient evidence was available to form secure judgements about the teaching of geography, art and design and technology in both key

stages and in history, music and physical education in Key Stage 1.

29 The six excellent lessons occurred in Years 1,2, 3 and 5 and were characterised by: the teachers' enthusiasm and good subject knowledge; excellent class control; excellent relationships with pupils and the brisk pace with which the lessons proceeded.

30 All teachers have a secure subject knowledge to deliver the National Curriculum but the school acknowledges the need to continue its programme of training staff in information technology.

31 Teachers demonstrate very good lesson planning and in most lessons have clear objectives for pupils' learning. Almost invariably, these are communicated to the pupils, at the start of the lesson, and evaluated with them at the end of the lesson. This good practice serves to promote pupils' sense of involvement in their learning. Teachers have appropriate expectations of pupils and provide them with work which is suitably matched to their abilities, as was especially evident in English and mathematics. Teachers encourage pupils to take pride in the presentation of their work. Assessment practice contributes effectively to subsequent lesson planning; for example the planning for an excellent Year 5 mathematics lesson, on rounding numbers, was modified in the light of the evaluation of the previous day's lesson.

32 Lessons are well structured, appropriately paced and pupils are provided with suitable resources. All teachers give clear instructions and explanations and they make good use of the time allocated to lessons.

33 A good range of methodologies is used by teachers. Teachers give pupils appropriate opportunities to learn from first-hand experience, which is particularly evident in the teaching of younger pupils, in Nursery and Reception. Another excellent example occurred in a Year 2 mathematics lesson where pupils exchanged money for items on 'sale' from the 'shopkeeper'. Two excellent examples of role play occurred in Year 5, where in one lesson pupils' enacted the role of 'blood flowing through the body' and in another lesson pupils took on the role of Victorian school pupils. Excellent use of probing and open-ended questioning was a key feature of a very successful Year 1 English lesson.

34 Classes are almost invariably well managed. The outstanding examples set by teachers, together with at least good and in some cases excellent relationships, earn them the respect and co-operation of pupils.

35 Teaching of pupils with special learning needs is very good especially when additional support is available. The high quality of teamwork between teachers and special needs assistants is a major contributory factor to the progress made by pupils with Special Educational Needs. Lessons contain sufficient challenge and teachers have appropriate expectations. Teachers are appropriately involved in drawing up action plans for pupils at Stage 1 on the SEN register and are keenly aware of pupils' targets. Teachers take good account of these targets when planning lessons.

36 Teachers mark pupils' work positively and conscientiously. There is evidence of consistent application of the school's policy for the marking of pupils' work. In best practice, teachers make clear comments to inform the pupils how to improve their work. Pupils are also appropriately given responsibility for evaluating some aspects of their work.

37 Teachers have firmly established the National Literacy Strategy (NLS) within their provision for English and have supplemented the NLS framework by providing appropriate opportunities for

extended writing.

38 A good start has been made in meeting the demands of the National Numeracy Strategy (NNS). Teachers are gaining in confidence and delivering their lessons enthusiastically. An excellent example of teaching occurred in Year 3 where imaginative resources, namely “ladybug cards”, stimulated the pupils’ interest and promoted their learning.

39 School is appropriately setting homework for several subjects, notably in English and mathematics. The frequent practice of younger pupils taking reading books home contributes to the very good quality home/school partnership.

The curriculum and assessment

40 The curriculum provided for children under five is good and includes all the areas of learning and experience expected for this age group. A strong emphasis is placed on literacy and numeracy and on children’s personal and social education throughout the whole school. For children under five, this emphasis, and very good teaching, results in their making good progress and prepares them well for entry into the National Curriculum Programmes of Study. In fact, throughout the school, pupils are well prepared for the next stages in education and life in general.

41 A strong Christian ethos is evident throughout the school and underpins all that takes place in the curriculum. The curriculum for Key Stages 1 and 2 is good. It is broad and balanced and, with the exception of information technology, meets the statutory requirements to teach the subjects of the National Curriculum. Reviewing the balance of the curriculum was an issue in the last report. The school has been successful in addressing this. It is implementing the National Literacy and Numeracy Strategies well and this is helping to improve pupils’ progress. There has been additional time allocated to literacy and numeracy, which has inevitably meant a reduction in the time available for other subjects. Despite this the school has been very successful in maintaining pupils’ access to all areas of the curriculum and there is suitable coverage of Programmes of Study in almost all subjects. Religious Education is based on the Salford Diocesan guidelines. The school makes excellent provision for pupils’ physical and social education, including health education and attention to drugs misuse. The school provides for sex education in a sensitive and caring manner which emphasises family values within a Catholic school community.

42 The school successfully ensures that all pupils have equal access to the curriculum. There is very good provision for pupils with special educational needs and effective procedures are in place for the identification and assessment of these pupils. All pupils with special educational needs have access to a full curriculum. The co-ordinator for special educational needs is very well organised and maintains a comprehensive register of pupils identified. The Code of Practice is being fully implemented. Individual Education Plans for pupils with special needs are drawn up by class teachers with support from the co-ordinator. At present, however, although teachers use them when planning lessons, the targets are often very broad and not sufficiently precise to enable pupils’ progress to be measured in the short-term.

43 The school has a very good structure of long, medium and short-term planning, supported by national schemes of work, to ensure continuity of learning in all subjects. Long-term plans provide a broad overview of the aspects of the National Curriculum Programmes of Study delivered by each year group. Medium-term planning is carried out to an agreed format and identifies clear objectives for pupils’ learning. Short-term planning is taken from the half-term plans and identifies clearly what all

pupils are expected to know, learn and do in lessons. The high quality of this planning has a positive effect on pupils' progress. Coverage of the Programmes of Study for design and technology, physical education and geography was an issue of the last report and this has been successfully addressed by the adoption of the national schemes of work.

44 A good programme of extra-curricular activities, including competitive team games, enriches the curriculum. Activities include football, netball, dance, drama, music, computer club, and Italian classes. The school uses the local environment successfully to support the curriculum, with pupils studying the Victorian legacy in the surrounding buildings and streets, visits to museums, parks, local services, and a residential visit to Winmarleigh Hall at Garstang. In addition, many visitors to the school enhance pupils' experience. Visitors from the local community, such as the mother who brought her baby into the Nursery as part of preparing the children for the Nativity and others, such as the Greek warrior who came to talk about the conflict between Athens and Sparta to Year 6.

45 Arrangements for homework are very good and parents are pleased with the homework their children receive. Homework and reading diaries help to keep parents informed and add to the quality of the home/school partnership in education.

46 One of the key issues in the last report was for the governing body to become more actively involved in curriculum planning and policy development. The school has been very successful in addressing this issue.

47 A number of issues related to assessment were identified in the last report. The main one was to establish baseline assessment, and this was put into effect immediately after the inspection. The information from these assessments is used effectively to plan children's subsequent learning experiences. Assessment information for pupils with special educational needs is used to plan future work.

48 Procedures for assessment in English and mathematics are now good and what is learned from assessment and testing is being used well to determine the next steps in pupils' learning. The school has made good progress in analysing end-of-key-stage assessment information to identify areas for development. Examples of this can be seen in the way the school has established additional support for girls, since identifying that boys were attaining better results than girls at the end of Key Stage 2, and targeting the improvement of all pupils' writing skills. The school involves pupils in setting their own targets for improvement each term and teachers monitor pupils' progress towards achieving them. There is some evidence that this is helping pupils to improve. At the end of each half term, teachers evaluate pupils' progress and plan the following half term in the light of their evaluations. This is a relatively new development, but early signs are that it is leading to more focused teaching for pupils of differing abilities. All of these developments represent considerable improvements from the last inspection. However, assessment in science and foundation subjects, linked to the new schemes of work, is at a very early stage of development. This needs to be monitored by co-ordinators and progress reviewed at the end of the school year.

49 At present the school does not have arrangements for standardising teachers' assessment judgments throughout the school. They are aware that this is an area for development.

50 Variation in the quality of marking was identified in the previous report. While there are still some minor variations, overall the quality of teachers' marking is good and often related to the targets pupils have set. It is always encouraging and often helpful in informing pupils what they are doing well and what they need to improve.

Pupils' spiritual, moral, social and cultural development

51 Overall provision for pupils' spiritual, moral, social and cultural development is excellent and a strength of the school. It is promoted in the school's mission statement and aims and permeates the life of the school. This means there have been improvements in provision since the last inspection.

52 Provision for pupils' spiritual development is outstanding and features throughout all aspects of school life. The school has very strong links with its parish church and the priest is a regular visitor to school. Assemblies make a strong contribution through prayer and periods of reflection. The relevant, effective and meaningful acts of collective worship, religious education lessons and other parts of the school curriculum all promote spiritual development. For example, when pupils were observing Remembrance Day, they were given the opportunity to reflect on those who died and gave thanks to God for their sacrifice. Each school day ends with a period of reflection or a class prayer, and pupils are encouraged to present their own prayers. There are many opportunities for pupils to develop a sense of awe and wonder about the natural world and human achievement. This was seen in the response of Nursery children to the mother and baby who visited school to help them to understand the Mary's preparations for the birth of Jesus, and in the written responses of older pupils to studies of Mother Earth in geography. Opportunities such as the footprints in the sand created by Year 6 pupils give pupils an opportunity to reflect on the presence of God in their own lives and so gain greater spiritual awareness and self-knowledge.

53 Provision for pupils' moral development is excellent. The high expectations of all pupils in terms of conduct and relationships are realised. Pupils are encouraged to distinguish right from wrong, how to conduct themselves and how to treat others. In this they are led by example. The outstanding role model presented by the headteacher is reflected by all staff in the school and is the reason why relationships throughout the school are excellent. It is reflected in the choice of display of the story 'No matter what' on the staircase, which conveys acceptance and unequivocal love for all, which is what staff provide for all their pupils. Pupils are given opportunities to think about and discuss moral precepts in assemblies and lessons. Assemblies make a major contribution to pupils' moral development.

54 Provision for pupils' social development is outstanding and permeates the life of the school. Even the youngest pupils are encouraged to consider the needs of others. Pupils are taught to appreciate one another and value each other's contributions. In this too they are led by the excellent role models provided by the headteacher and staff. Their appreciation of each other could be seen most clearly in the large number of occasions when pupils burst into spontaneous applause for their classmates' efforts in class and in assembly. From their earliest years in school, pupils are encouraged to take responsibility; for example acting as monitors during groupwork. Older pupils help and support younger ones. All pupils are given opportunities to contribute to the wider community through the school's involvement in various charitable efforts, such as raising money in CAFOD for people who are blighted by poverty, collecting for Childline and guide dogs for the blind. Provision also comes through Year 6's residential visit to Winmarleigh Hall in the spring term, many opportunities for speaking and listening, such as performing in front of an audience, role play and the PHSE programme - all of which are designed to build confidence and self-esteem.

55 Cultural development is very good and provision has improved since the last inspection. Opportunities for enriching pupils' knowledge, understanding and experience of their own culture and those of others are provided throughout the curriculum, but particularly through poetry, music, dance,

RE and geography. A variety of music from around the world is featured in assemblies and music lessons. Various festivals are celebrated in addition to the Christian ones, such as Divali, which included pupils creating Mehndi patterns in art. Younger pupils have found out about life and culture in New York, Japan, Sri Lanka and Spain, as a result of Barnaby Bear's travels. This imaginative approach by staff and governors taking Barnaby Bear on holiday, bringing back photographs, artifacts and souvenirs and talking to the children about their travels has been very successful in extending pupils' knowledge and understanding of other cultures. Pupils' experience of other cultures and faiths is further enhanced by visitors to school from other ethnic backgrounds, such as the Indian lady visiting the Nursery.

Support, guidance and pupils' welfare

56 The school makes very good provision for the support, guidance and welfare of its pupils. Staff know the pupils well and, through the very good relationships they have with them, are able to provide highly effective day-to-day support and guidance. The previous inspection report found pupils' welfare and guidance to be embodied in the aims of the school. This is certainly still the case and parents and governors continue to value the ethos of love, care and support in the school.

57 Careful and helpful marking of pupils' work helps them to progress and know how to improve their work. It also gives teachers a clear picture of what pupils can do. Procedures for identifying pupils with special educational needs include the identification of the higher-attaining pupils as well as the lower-attaining pupils. These pupils are well supported in school and the extensive support staff work well with the class teachers. The key issue from the last inspection to address the training needs of the special needs assistants has been effectively tackled.

58 The good behaviour policy is very positive. Teachers are aware of the sanctions and procedures they can use but the focus is on praise and encouragement and works very well. Pupils very much want to please their teachers and they respond very well to the consistent praise that is given within the loving and caring atmosphere of the school.

59 Parents feel that any instances of harassment and bullying are dealt with promptly and effectively by the school. Pupils feel very secure in the school and feel able to turn to their teachers in the event of having any difficulties. Furthermore, teachers know their pupils well and, within a very caring environment, they pick up quickly on any problems their pupils are having.

60 The personal development of pupils is very well monitored from the time they start in Nursery. Pupils are encouraged to work and play well together and to take responsibility for themselves and their school community. The youngest pupils help to tidy up, pupils in Reception can take simple messages and older pupils are given opportunities to organise the work of a group. Older pupils are given opportunities to take some responsibility for the younger pupils when they eat lunch together. The Personal and Social Education curriculum supports the personal development of pupils throughout their time at the school.

61 Attendance is generally well monitored. Teachers take responsibility for following up absences and late attendances. They are vigilant in speaking to parents and, if necessary, sending letters home. The Educational Social Worker visits the school regularly and has a role in monitoring registers. However there is no system within the school to monitor completion of registers. This results in absences occasionally remaining unclassified as authorised or unauthorised for too long. Furthermore involvement of the Headteacher in cases where attendance or late attendance is causing concern may not always happen systematically. Although awards for good attendance are given at the end of the year

there is no short-term award system to encourage pupils to improve attendance or punctuality.

62 The last inspection raised the lack of a Child Protection policy and staff training as a Key Issue for action. The school now has a policy and written guidance for staff. All staff have received training and there are arrangements for newly-qualified staff to receive training. The combination of a clear policy and the excellent relationships in school ensure that any cases are picked up promptly and dealt with properly.

63 Another Key Issue for action in the last inspection report was the lack of a Health and Safety policy and risk assessments. The school has now adopted the Local Education Authority policy and produced written guidelines about safety in school. Risk assessments are carried out for the school and for trips and visits. The caretaker and his staff take very good care of the school, keeping it a safe place for the pupils.

64 The school is well aware of the risks involved in the parking of cars on the school playground and takes good care to minimise those risks. It is a problem unlikely to be solved unless the school can acquire more space to provide secure car parking for staff.

Partnership with parents and the community

65 Parents feel welcome in the school. Many parents go into school at the beginning or end of the day. They feel that relationships with school are good and that they are able to be very involved with the school. Invitations to attend class assemblies and class masses are valued by the parents. They also feel that suggestions and complaints are listened to and that they can contact the school at any time if they have any concerns.

66 The quality and range of information sent to parents is very good. In addition to the statutorily required information, parents receive regular letters keeping them informed about events in school and the curriculum. They have received excellent information about literacy and advice about how they can help their children with literacy.

67 The prospectus is written in a friendly, informative style but does not comply with all the legal requirements. It does not include attendance rates (rather than attendance figures), national results of end of key stage tests as well as school results or details of arrangements for pupils with statements of Special Educational Need. Similarly, the governors' annual report to parents is well written but needs to include dates of terms for the next school year, absence rates and national results of end of key stage tests in order to comply with legal requirements. There are good reports, from a number of contributors, on subject areas and other aspects of school life; however these items are not logically ordered in the report.

68 A large number of parents attend the two parents' evenings each year. They appreciate the detailed written reports about their children.

69 The school has very good links with the local community. It has a very close relationship with the Church to which it is attached and has developed very good links with local businesses, through teacher placements. The school also hosts a literacy course for parents and gets involved in local projects that it feels will benefit the pupils, such as the project that is just starting to help older pupils look at their own behaviour.

70 The links with the local secondary school, to which most pupils transfer, have been strengthened and developed since the last inspection. There are very effective systems in place to help pupils transfer successfully, some pupils have attended summer schools to help them improve their standards and gain confidence and staff now liaise about the attainment levels of pupils at the time of transfer.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

71 Very good leadership provided by the headteacher, ably supported by the senior management team and governors, leads to clear educational direction for the school. Through personal example, particularly in teaching and pastoral care, she has successfully created a sense of team work amongst the staff. She has promoted very positive relationships with colleagues, governors, parents and pupils and, justifiably, has their full confidence.

72 Governors carry out their work very effectively, through an appropriate set of committees and are highly committed to the school. They involve themselves fully in shaping the strategic direction of the school, particularly in the context of the School Development Plan (SDP), by working collaboratively with the headteacher and staff. The governors' curriculum committee has an appropriate level of involvement with curriculum development issues; for example, in supporting special educational needs and the national strategies for literacy and numeracy. Several governors also give generously of their time to contribute to the pupils' learning. The Parish Priest visits school frequently and provides a prominent source of support for pupils and staff.

73 Frequent meetings of the senior management team, and the entire staff provide appropriate opportunities for discussion, sharing of information and for monitoring progress towards targets identified in the SDP. The deputy headteacher, who is also the co-ordinator of special needs, provides very good support for the headteacher and staff, both in day to day matters and in the long term direction of the school.

74 Curriculum developments are appropriately evaluated. Teachers' plans and samples of pupils' work are effectively monitored by the head teacher and by subject co-ordinators. The school has not yet established systems for corporately assessing the quality of samples of pupils' work. Increased in depth analysis of test data is also enabling the school to identify areas for development.

75 The headteacher has introduced formal procedures for the monitoring of teaching of English and mathematics. This practice will facilitate the sharing of very good practice and the identification of areas where support may be required. Subject co-ordinators are generally aware of the strengths and principal areas for development in their subjects and provide good subject leadership.

76 Co-ordination of the procedures for pupils with special educational needs is very well organised and managed by the co-ordinator.

77 There is a very good quality SDP which covers a three year cycle. The SDP is clearly linked to resources and provides an effective tool for management. A nominated governor monitors the progress being made by the school towards the SDP targets and reports this effectively to the full governing body.

78 The school has responded appropriately to the National Literacy Strategy and the National Numeracy Strategy. Realistic targets have been set for raising the existing standards in literacy and numeracy and progress is being monitored effectively.

79 An outstanding positive, caring and Catholic ethos exists in the school and there is a commitment to high standards. All individuals are valued and equal opportunities are presented to pupils. There is an appropriate policy for special educational needs. The co-ordinator for special educational needs provides very good support for colleagues, monitors Individual Education Plans and liaises with external agencies where necessary. There are excellent professional relationships at all levels and a shared sense of commitment amongst the staff. Parents are highly supportive and appreciative of the school's work.

80 The majority of statutory requirements are met. However, the school acknowledges there are some minor shortcomings in the information sent to parents and the school is not fully meeting the requirements of the National Curriculum in information technology.

81 As a result of the very good leadership provided by the headteacher and governors, and the hard work of governors and staff there has been significant improvement in all of the Key Issues identified for action in the previous inspection. The school has a good basis to sustain improvement in the future.

Staffing, accommodation and learning resources

82 The school is well staffed with teachers who are appropriately qualified to teach pupils of primary age. The school has an above average level of support staff who are well deployed throughout the school, including working with pupils identified as having special educational needs.

83 The process of staff appraisal is now well established and linked to staff development and the School Development Plan. This was a Key Issue from the last inspection and has been fully met. The role of the subject co-ordinator is well defined and their monitoring of teaching and standards is having a positive effect on standards and subject development. Comprehensive in-service training has been provided for special needs support assistants and this is having a positive effect on the progress of pupils with special educational needs. This also was a Key Issue from the last inspection and developments here have improved the provision for these pupils. The provision of staff development is extensive and carefully planned and the school makes effective use of some of the advisory services of the Local Authority. Mid-day supervisors and kitchen staff contribute significantly to the smooth running of lunch-times and pupils' welfare.

84 The two storey building has recently been quite dramatically changed, from one which the last inspection report described as drab, into a colourful, cheerful environment. The caretaker and his staff ensure that the school is well maintained, very clean and secure. The school has been painted in bright colours, inside and out, carpeted, and rooms altered to provide greater space and access. The office and administrative areas have been relocated to provide a more welcoming environment for parents and visitors and also improved security. The school is very well cared for by all staff and pupils. There are attractive displays in corridors and all classrooms and these greatly enhance the environment. The school accommodation is used well.

85 There is a large hard play area marked out for a variety of games and activities and no large grassed area. The school has a garden and small grassed area provided with seating. These areas are used by pupils when the weather permits. The condition of the hard play area is beginning to deteriorate,

resulting in loose stones on the surface. The lack of a grassed playing area restricts games activities.

86 The school has worked hard to develop library areas, with a reference library on the first floor and class libraries in all rooms. Resources for learning are adequate overall for the delivery of the National Curriculum and are good in English, mathematics, art, history and geography. There are no areas where resources are inadequate, although, in music, instruments are in short supply and, in science, equipment needs strengthening in some areas of investigative activities. The school has good quality information and communication technology equipment in all classrooms. Most computers have colour printers and CD drives. However, the number of computers is now below the national average for a school of this size and this has a limiting effect on amount of time that pupils can use them.

The efficiency of the school

87 The school's resources are well managed. Good quality financial management by the headteacher and governors ensures that available funds are appropriately targeted towards the school's identified priorities; for example in providing for pupils to be taught in classes of similarly aged pupils. Governors carefully consider alternative budget plans before finalising their budget for the year.

88 The School Development Plan (SDP) is a well constructed and useful tool for school improvement. Each of the areas for development includes clear targets and details of associated costs. Progress towards these targets is monitored effectively by the headteacher and senior management team. Governors are regularly and systematically informed, by a nominated governor, about the progress being made and this information enables them to determine the effectiveness of their spending decisions. Many governors are also kept well informed, on an informal basis, through their frequent visits to school.

89 Good systems of budget control are in place, as indicated in the very recent audit report. Routine administration and financial housekeeping are carried out most effectively and efficiently by the school secretary.

90 Staff are deployed effectively throughout the school. Subject co-ordinators are responsible for identifying needs and for the spending within their curriculum subject. They have each produced a relevant action plan for their area of responsibility. Non-contact time, created, mainly by the headteacher, to enable subject co-ordinators to perform their duties, has had a positive impact on the quality of education provided and has contributed to raised standards in teaching.

91 The school purchases consumable items with due regard to value for money. Accommodation and learning resources are used efficiently and effectively and are treated carefully by pupils. The substantial level of funds allocated for pupils with special educational needs is spent effectively and efficiently and the very good use of support staff results in these pupils making very good progress towards their individual targets.

92 When taking into account the high expenditure per pupil, the very good quality of education provided and the good progress made by pupils, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

93 Most children start in the Nursery having levels of skill in language, literacy and number which are well below average.

94 As a result of making good progress in the Nursery most children have broadly average attainment upon entry to Reception, in the key areas of language and mathematics. Overall, children aged under five receive good preparation for entry into Key Stage 1. The school provides a very caring and stimulating environment both in the Nursery and in Reception. Children develop their knowledge, understanding and a broad range of skills, as well as positive attitudes towards learning. A range of first-hand experiences and well chosen activities are offered within a broad and balanced curriculum that covers the areas of learning and provides a smooth transition to the National Curriculum in Key Stage 1. Children also make good progress in Reception so that by the time they are ready to transfer to Key Stage 1 most have reached the standards, anticipated for their age, in most of the areas of learning prescribed for the under-fives. A significant minority of children still have much progress to make by the age of 5.

95 Children aged under five make good progress in language and literacy development and almost all are on target to attain the level anticipated by the time they enter Key Stage 1. They listen to stories attentively and enthusiastically. Children systematically learn the letters of the alphabet and develop increasing fluency of vocabulary and confidence in speaking out in discussion. They become increasingly familiar with rhythm and rhyme in song and poetry, respectively. Almost all children are developing a familiarity with the convention of books. Many children use pictures, symbols and familiar short words, and become aware of some of the different purposes of writing. Some higher-attaining children can write their own names; others, who are not yet at the stage of independence, copy under the teacher's writing.

96 Children make good progress in mathematical development and most are on target to meet expectation. They know the names of 2D shapes, for example, triangle, square and circle, and most can match them like with like. Almost all children are able to count objects up to ten, with some higher-attainers being able to count reliably beyond thirty. Most children are able to recite the days of the week and sequence the component stages of everyday events such as getting ready for school and baking cakes.

97 Despite making good progress relatively few children are on target to attain the expected levels in their knowledge and understanding of the world. This is due to the fact that their levels of knowledge on entry to Nursery are quite poor. They become increasingly familiar with their own growth through learning about babies, and about family members. High-attainers are able to readily identify the young with the adults of various species. All children make satisfactory progress in developing their skills in the use of information technology. They show that they can control a 'mouse' to produce pictures and to proceed through tasks that require response to observational skills such as matching and counting.

98 Most children are on target to meet the expected levels in physical development. Children show appropriate skills in manipulating a wide range of tools and writing materials. In Reception, children demonstrate competence in their use of paints, as evidenced in their paintings of animals. They can accurately cut around shapes painted on paper and use glue to make simple artefacts such as 'musical instruments'. Reception pupils are able to manipulate pre-cut felt to make attractive finger puppets.

99 Children make good progress and are on target to meet the expected levels of creative and aesthetic skills. They explore sound, colour, form and shape in a variety of contexts. In art, they begin to show an awareness of appropriate colours to record their observations of animal pictures and an apple. They show increasing ability to listen to music. The majority can beat time using a variety of percussion instruments and can sing reasonably in tune. Their skills of imagination are developed both through structured opportunities and in role play; for example, when playing with 'babies' in the Nursery home corner.

100 Children make good progress and almost all are on target to attain the expected levels in their personal and social development. They are frequently encouraged to develop good manners when they communicate with others, in a variety of contexts including whole-class sessions. Relationships amongst the children and between children and the many adults they meet are excellent. They show increasing confidence to initiate conversations and volunteer answers; for example, when asked to identify missing numbers in a sequence. In play, children co-operate well with their peers, taking turns as necessary; for example, when sharing jigsaws and playing with construction equipment. They follow instructions and readily comply with classroom rules. When working alone, or in large groups, they behave very well and sustain concentration. They make rapid progress in gaining skills of independence such as dressing, washing hands, etc. Children carefully use school resources such as books and materials. During frequent acts of prayer, children are reverent and participate appropriately.

101 The very good quality of teaching which the children receive, both in Nursery and in Reception, encourages them to develop academically, spiritually, personally and socially. The quality of teaching seen was very good in most lessons, and always at least good. Teaching is purposeful and has clear intentions for children's learning. Lessons are well planned for the needs of individual children. Resources, both human and material are used to maximum effect. There is plenty for children to do and activities are appropriate, very well prepared and supervised and promote pupils' good progress. Thorough, initial assessments are made and the information gained is frequently updated to ensure that future learning is progressively planned and recorded.

102 A key characteristic of the teaching in Nursery is the collaborative working of the teacher and the NNEB who provides outstanding support. Similarly, in Reception, two teachers very successfully share the teaching and are well supported by the NNEB. Throughout the early years, impressive team work ensures a consistency of approach to the teaching and welfare of the children. Excellent relationships are evident. There is a happy, calm atmosphere which helps children to develop in all areas of learning. The quality of liaison between home and school is very good and encourages the valuable support of parents. Children benefit greatly, especially in language development, from the small groupings made possible by the favourable number of adults working in the classroom.

103 Resources for these pupils are generally good, especially for English and mathematics. All resources are well organised and accessible to children. Nursery children have access to a secure outside play area but have insufficient large play equipment, especially wheeled vehicles. The Nursery and Reception areas are well organised and enhanced by very good quality displays.

104 Co-ordination of the provision for under-fives is good. Substantial investment has been made in staff training since the last inspection, which has resulted in much improved provision. Accommodation, resources planning, and assessment for children aged under five have also improved considerably since the previous inspection.

ENGLISH, MATHEMATICS AND SCIENCE

English

105 Most pupils enter Key Stage 1 with average levels of attainment, but a significant number do not meet the standard expected for their age. During the key stage they make good progress in all areas of English. The national tests for 7-year-olds in 1999 show that the percentage of pupils reaching the expected levels was well below average in reading and below average in writing. In comparison with similar schools, the results achieved in reading were below average, while those for writing are in line with the national average. However, the 1999 cohort was weak and the present Year 2 pupils' attainment in both reading and writing is in line with the national averages.

106 Pupils continue to make good progress in all areas of English in Key Stage 2. The national tests for 11-year-olds in 1998 show that the percentage of pupils reaching the expected levels was below average in English. When compared with similar schools, the results they achieve were above the national average. This is better than the anticipated results for the present Year 6 class, of whom virtually half have special educational needs, mostly relating to language development. The number of pupils, currently in Year 6, reaching the expected level attainment is below average.

107 Pupils make good progress in lessons towards achieving the learning targets in the National Literacy Strategy (NLS). In reading many achieve average standards in both key stages. In Key Stage 1, pupils progress from understanding book conventions to independent reading of texts suitable for their age. They have a growing understanding of phonics and, by Year 2, most can use phonics to sound out unfamiliar words. Pupils in Years 1 and 2 are keen readers, reading regularly in class and at home, and they can talk about what they like to read. They cope equally well with fiction and non-fiction texts. They listen attentively and join in class discussions enthusiastically during the literacy hour. In guided and individual reading sessions they improve their understanding and their skills in reading aloud. They are familiar with contents and index pages in non-fiction books and many in Year 2 can use them to find information, as was demonstrated during a silent reading session with science related information books.

108 In Key Stage 2, there are clear gains in pupils' ability to read accurately, with understanding and with expression. During the literacy hour, pupils show good levels of understanding of the form of texts being studied. (During the inspection, fiction, newspapers and poetry were studied.) Pupils in Year 3 demonstrated their understanding by sequencing sentences in the correct order. With careful questioning by teachers, pupils gain deeper insight into texts, as was seen in the Year 5 lesson, where pupils showed understanding of the main points, identified distinctive styles and revealed a sensitive appreciation of poetry in their response to 'The Lamplighter'. Perceptive responses to poetry were also demonstrated by pupils in Year 6, some of whom selected poetry for silent reading, particularly by the pupil reading 'The Highwayman'. Pupils in Year 4 show clear understanding of the structure and purpose of newspapers and understand the difference between local and national papers. In Year 6, pupils have a clear understanding of the purpose, audience and style adopted both in tabloid and broadsheet journalism.

109 Pupils make good progress in writing throughout the school. In Year 1, pupils are beginning to form their letters correctly and write simple sentences. There is a growing awareness of the use of capital letters and full stops. In Year 2, pupils are beginning to write at length, as was seen in their book reviews, letters and simple stories. Most write in simple sentences and many are beginning to use full stops and capital letters accurately. Their handwriting is legible, with most forming letters

correctly. They can spell simple words correctly and make phonetically possible attempts at others. Their work is well presented.

110 In Key Stage 2, pupils continue to make good progress in writing, and, although the majority achieve average standards, the numbers achieving the expected level at the end of the key stage are below average. Most achieve the learning goals set for word and sentence level work in the NLS and it is only when writing at length that some pupils experience difficulties. The decision to group pupils in Year 4, 5 and 6 according to their abilities for an additional writing lesson is proving successful in raising standards, particularly with higher-attaining pupils in Years 4 and 5. Pupils write in a range of forms, such as poetry, letters of application, descriptions, football and newspaper reports, as well as some intensive work on story writing. Pupils show a growing awareness of the purpose and the audience for their writing. This was particularly evident in the newspaper reports, where pupils showed an understanding of the style used in tabloid journalism. Pupils can use full stops and speech marks correctly in sentence work, but punctuation is not always accurate in their own extended writing. Many higher-attaining pupils use punctuation for emphasis and effect. Handwriting is cursive, legible and generally neat. Pupils present their work well and take pride in their work.

111 Standards in speaking and listening are broadly average in both key stages. Pupils listen well throughout the school. They pay careful attention to the teacher and to each other. They participate confidently in class and group discussions and most are keen to express their ideas and opinions. When required to read aloud or join in drama sessions, most do so enthusiastically. Their vocabulary develops as they progress through the school, which means that, increasingly, and as a result of teachers' careful questioning, they can express themselves clearly.

112 As a result of the good teaching and support they receive, pupils with special educational needs make very good progress towards achieving the literacy targets set in their Individual Education Plans. They are well integrated into class lessons.

113 Most pupils have positive attitudes to English and their response in lessons is very good in Key Stage 1 and good in Key Stage 2. Pupils listen very attentively during shared text sessions in the literacy hour. They enjoy this part of English lessons and are keen to contribute to class discussion. During group work sessions, most pupils work independently with suitable levels of concentration when carrying out tasks. When they are required to collaborate, they work well and support each other. Relationships are excellent and, on occasion, pupils burst into spontaneous applause for their classmates' achievements, as, for example, during the debate on 'goodies and baddies' in literature by older pupils.

114 Overall, the teaching of English is very good throughout the school. It is very good in Key Stage 1 and good overall in Key Stage 2. It is occasionally excellent and rarely less than good. This is better than the findings on teaching at the last inspection, when teaching was found to be good overall. Staff are committed to improving standards, and work hard to improve the quality of their work.

115 Teachers are successfully implementing the NLS. Their lesson planning is very good, often excellent, with clear sequential development and objectives for pupils' learning for each part of the literacy hour. Shared text and whole-class sessions are very effectively managed. Skilful questioning by teachers ensures that many pupils gain an in-depth understanding of texts being studied and that pupils express their ideas clearly. Teachers provide suitable group tasks, which are well matched to pupils' needs and abilities and contain appropriate levels of challenge. Teachers manage pupils' behaviour very well. Their assessment of pupils' progress is good, and used to inform the planning of next steps in learning. The quality of marking is good. Teachers provide helpful and encouraging

comments, often related to the targets for improvement that pupils have set. There is very effective support for pupils with special educational needs. Teachers and support staff collaborate very well and plan tasks effectively to take account of pupils' needs.

116 The English curriculum provides a good balance between the three attainment targets and teachers consciously plan to develop pupils' language skills across the curriculum. In all subjects there are opportunities for pupils to develop their speaking and listening skills through class or group discussion. In some subjects, teachers provide good opportunities for pupils to discuss their ideas and work collaboratively, as was seen, for example, in Year 5's geography lesson, when they investigated litter pollution and made suggestions for improving the environment. Reading skills are developed appropriately when pupils use information sheets, non-fiction or reference books, as they do, for example, during history and geography topic work. Teachers are attentive to the development of writing in other subjects; for example pupils writing science reports, letters to Mother Earth about their environmental responsibilities, the story of Rama and Sita in religious education. However, there are insufficient opportunities for pupils to use ICT for drafting, redrafting and presentation of work.

117 Subject leadership is very good. All staff have received very effective training and support from the English co-ordinator for the introduction of the NLS. There is a very good development plan for Literacy and the co-ordinator is very clear what she wishes to achieve. The co-ordinator monitors teachers' planning and pupils' work and provides effective support for colleagues, including some in-class support.

118 Resources for English are good. The school has sufficient reading schemes, fiction, poetry and drama texts to cover the required range of reading experience. Recent acquisitions have improved both the range and quality of resources, particularly the high quality 'big' books, enlarged texts and group reading texts. Children take books home regularly. Each classroom has a class library of good quality books carefully selected for the age and reading ability of the pupils, and these are easily accessed by pupils. The school library has an appropriate selection of children's non-fiction. The school makes good use of high quality displays containing pupils' work to support language development.

Mathematics

119 Most pupils enter Key Stage 1 with average levels of attainment, but a significant number do not meet the national expectations for pupils of their age. During the key stage they make good progress in all areas of mathematics. In Year 1, they learn about money, especially denominations, and ordinality of number. They develop a growing vocabulary of mathematical terms, especially comparative words such as 'greater than', 'less than'. By the end of the key stage, pupils have acquired a sound range of vocabulary and can use this appropriately. Pupils learn to identify £5, £10 and £20 notes. Some high-attaining pupils can perform mental computations involving giving change from 20p. Pupils have a good knowledge of the names of plane shapes, including rectangles, triangles, squares and circles and can estimate lengths and time. Most can sequence numbers to 100 and identify odds and evens. They apply their knowledge, skills and understanding within simple problem-solving tasks; for example, involving working out the costs of several items and the giving of change. In the 1999 national test results, for seven-year-olds, pupils' attainment was well below average both when compared against national results and when compared against similar schools. However, this cohort was particularly weak and the present Year 2 pupils' attainment is in line with national expectation averages.

120 Pupils continue to make good progress through Key Stage 2. In Year 3, for example, they develop their understanding of place value of numbers. They become adept at mentally halving and doubling numbers. Pupils in Year 4 continue to extend and apply their competence in written computations,

involving addition and subtraction with two-digit numbers, and understand the commutative property of multiplication. They learn about simple unitary fractions, and high-attainers can calculate simple fractions of large quantities. Pupils in Year 5 learn about percentages, improper fractions, perimeters, co-ordinates and special triangles. They competently apply number knowledge and skills in solving problems. By Year 6, most pupils have acquired the computational skills to perform multiplication of three-digit numbers. High-attaining pupils can analyse the properties of 3D shapes by identifying their faces, edges, and vertices. Mental skills are satisfactorily developed such that most pupils can mentally multiply numbers by 10 and 100, with higher-attainers able to similarly multiply decimals. Most pupils have a secure grasp of tables, facts and show reasonable speed of recall. Pupils' ability to explain their strategies of mental calculation is below average but is improving with the introduction of the National Numeracy Strategy (NNS). In the 1999 national tests, for eleven-year-olds, pupils' attainment was well above average both when compared nationally and against similar schools. However, these results are untypical and exceed the school's anticipated results, for the present Year 6 pupils, of whom close to half have special educational needs. Attainment for the pupils currently in Year 6 is in line with national expectation.

121 In both key stages, pupils with special educational needs receive very good quality support, which together with carefully targeted work enables them to make very good progress towards their Individual Education Plan targets.

122 Pupils are highly motivated, have positive attitudes and take pride in the presentation of their work. Behaviour in lessons is very good and often exemplary. Relationships with all adults are always at least very good and often excellent. Pupils listen attentively to their teachers, other adults and pupils whilst explanations or answers are being given. They concentrate on their work even when they are working independently of the teacher. Pupils enjoy mathematics and are keen to answer questions. They cooperate well when required to do so; for example, working together in pairs in a Year 2 lesson on money. A commendable practice, observed in many lessons, is pupils' ready appreciation of the efforts of others which they express by spontaneous applause.

123 Teaching is very good in each key stage. It is at least good in all lessons and outstanding in half the lessons. Throughout the school, teachers create a positive ethos for the learning of mathematics. Lessons are very well prepared and good use is made of resources, including some most imaginative materials made by teachers. Teachers' good subject knowledge enables them to give clear explanations and to set tasks that are matched well to the pupils' abilities. Teachers' very warm relationships with pupils and high expectations of behaviour lead to very good class control. In the outstanding lessons, the teachers' enthusiasm transfers to the pupils; there is a brisk pace to the lesson; the teacher has good knowledge of the subject and high expectations of the pupils. Where teaching is less effective but, nevertheless satisfactory, there is insufficient pace of learning or the teacher attempts to cover too many objectives.

124 Throughout Key Stages 1 and 2, some limited use is made of information technology but this needs to be significantly increased, similarly pupils need rather more opportunities to engage in investigative work.

125 An appropriate level of homework is set throughout the school and contributes to pupils' learning.

126 Teachers' very good quality planning is appropriately based on the National Numeracy Strategy and makes clear what pupils are expected to know, understand and do. Opportunities are frequently presented for pupils to practise mental arithmetic and oral work, but the school needs to consider ways of encouraging pupils' retention of the mathematical vocabulary which teachers introduce in lessons.

127 Teachers consistently mark pupils' work thoroughly and positively. Record-keeping and reports to parents are informative and useful. The school has yet to establish a portfolio of pupils' work which exemplifies the National Curriculum standards.

128 Subject leadership is good. The co-ordinator has expertise and is enthusiastic. She has successfully led colleagues in the introduction of the NNS.

129 Resources for learning are good; they are well managed and used efficiently and effectively. Classrooms are enhanced by displays of good quality visual aids which help pupils in their learning.

130 Since the last inspection there have been significant improvements in resourcing and in teaching, especially so in teachers' planning.

Science

131 Pupils enter Key Stage 1 having barely met the national expectations in this area of development for pupils of this age. During the key stage they make good progress in all the expected aspects of science. In a Year 1 lesson, pupils learn how to tell the difference between a range of materials and how to carefully record their findings. By the time they are in Year 2 they are able to test the materials and begin to understand what it is about materials that makes them suitable for certain uses. Overall in this key stage pupils have developed sound skills in experimental and investigative science. Overall pupils' attainment at the age of seven is in line with national expectation.

132 Pupils' scientific skills and understanding continue to develop well through Key Stage 2. Pupils' experimental and investigative skills build on the good work done in Key Stage 1. In the 1999 national tests, pupils' overall results were well above average when compared with national averages and very high when compared with standards attained in schools with a similar intake of pupils. The current Year 6 levels of attainment are not as high as the 1999 results. Information from lessons and from a scrutiny of pupils' work show that attainment is currently average when compared with national standards. A large percentage of the pupils in Year 6 are identified as having special needs and have some form of additional support

133 Pupils make good progress in both key stages. Pupils are clearly developing sound skills and techniques of observation and many are able to put forward ideas as to how and why things happen. In a Key Stage 2 lesson on circulation, pupils were eager to take part in a role-play exercise and to explain how blood travels around the body. The role-play and excellent teaching ensured that in this lesson pupils made very good progress and considerably developed their knowledge and understanding of circulation. In a Year 1 lesson on materials, pupils could recognise a range of materials and describe some of their properties. Again, very good teaching placed pupils in a position to examine and feel materials, discussing what they were like, whether they were hard or soft and what they might be used for.

134 In both key stages, pupils with special educational needs make very good progress, being given full access to all aspects of the lessons. In the examples described one of the striking features was the high level of very good support and teaching which these pupils receive thus enabling them to make such good progress.

135 Pupils respond well to science lessons. There is obvious enjoyment in the work done in both key stages and the majority of pupils are well behaved in science lessons. Pupils treat the equipment with care and they listen carefully to their teachers, acting quickly on suggestions and direction.

136 Teaching is good in both key stages, with some excellent teaching in Key Stage 2. This is an improvement over the last inspection where teaching was sound. Lessons are well planned and clearly linked to the newly-adopted Qualifications Curriculum Authority (QCA) scheme of work. Teachers have a good range of teaching strategies in science lessons with some exceptionally good and innovative strategies being used. In these lessons, very good and excellent teaching ensures good pupil progress and high levels of understanding and attainment. Experimental and investigative science now has a high profile and many lessons have this aspect as a major feature. Teachers ensure that pupils record their work carefully, and, to this end, standard workbooks are used throughout. At the end of Key Stage 1 rather too many worksheets are used with the risk that pupils are developing a dependency on a pre-determined layout instead of making their own decisions about what they want to find out and how to record their findings.

137 The school has benefited from the inclusion in lessons of a visitor from local industry and commerce. During the week of the inspection a group of Year 6 pupils investigated some of the properties of light, gaining considerably from the expertise of the visitor.

138 The co-ordination of science is good and a newly adopted policy is in place. The school uses the QCA scheme of work alongside the best parts of the original school-developed scheme. This is an interim one to ensure that the strategy meets the schools' requirements and allows teachers to build on pupils' previous experience. The co-ordinator has ensured that the medium-term plans for science are in place. She has opportunities to see colleagues' planning and write a review sheet which can include comments for improvement. The co-ordinator has had some release time in which to teach science to all the classes in the school. This enables her to gain a view of standards as well as raising the profile of science.

139 Monitoring and evaluation have improved since the last report and are now an integral part of the work of the co-ordinator. Assessment of pupils' work is recognised by the school as being an area for development. Currently, teachers record pupils' attainment in the pupil profile and there are no portfolios of pupils' work.

140 Resources are adequate. This is an area of improvement since the last inspection. Although there are some areas which are still in need of development, for example IT software, there are sufficient resources for most activities and especially for investigative science.

141 Not enough use is made of information technology in science teaching. There is some word processing to record pupils' work and some use of a spreadsheet to enter findings, although spreadsheet functions are not used. The school has some sets of data monitoring equipment in the IT suite and, as yet, these are not used by any class.

142 Overall, and especially recently, the school has made considerable improvements in science and is well placed to continue with these.

OTHER SUBJECTS OR COURSES

Information technology

143 Information and communication technology (ICT) is not yet fully developed across the school and some areas of the National Curriculum are not covered in sufficient depth. The school is working hard to ensure that pupils are taught to use ICT in line with the requirements of the National Curriculum and there are considerable developments currently being implemented. Pressure of time from other national strategies, namely literacy and numeracy, linked with fewer computers for pupils than is the average for a school of this size, have resulted in less time per pupil for ICT.

144 Overall, pupils' standards are below those expected for their age. However, in some aspects of ICT, pupils' level of attainment at both key stages is average. In Key Stage 1, pupils are competent in using the keyboard and mouse and can select and use menus. Most know what icons are, and they can input text. Towards the end of Key Stage 2, pupils are more competent with advanced word processors. They are able to edit their work, save it and print. Pupils in Years 5 and 6 are able to access the Internet and are using information gained from it in a variety of subjects, including music and science.

145 Pupils' progress by the end of both key stages is satisfactory in the ICT strands to which they have access but is unsatisfactory overall. ICT, and especially the use of computers, has an important place in most lessons and, where the subject and timetable allows, pairs and small groups of pupils are to be seen using computers. The developing access to information technology, combined with the clear planning structure adopted by teachers, is developing pupils' knowledge and understanding throughout both key stages.

146 Pupils' response to the use of ICT is good and they are eager and interested. Behaviour is often very good with pupils sharing well and helping each other. In Key Stage 2, pupils have access to computers situated on the wide corridor outside their rooms. Here, pupils are often to be seen working independently from their teachers, developing self-confidence and responsibility, as well as their ICT skills.

147 ICT is important to the school and the headteacher, governors and the ICT co-ordinator, who is a member of the senior management team, share a view of future direction. The scheme of work has recently been developed and is clear and well organised. ICT has a prominent position in the School Development Plan.

148 Teacher confidence and expertise is variable but is improving and there have been a number of staff training sessions. Staff in-service is seen by the school as an important area in developing the spread of ICT across the curriculum. ICT sessions are timetabled for most classes. The recently-appointed ICT co-ordinator provides good support for colleagues as well as monitoring subject coverage. The software provision has been reviewed to ensure all strands of the National Curriculum for ICT are covered. Database and spreadsheet work are currently under-represented in pupils' work, as is more widespread mixing of text and graphics to present information. The co-ordinator has recognised these as areas for staff development. The school works closely with the Local Education Authority, from whom it has had good support and advice.

149 The schools' ICT resources are of good quality, being mainly up-to-date machines with CD ROM drives. The school has recently been networked and linked to the Internet and there are exciting developments in many aspects of this area of work. Software provision is appropriate in most areas and the software packages are clearly linked to subjects of the curriculum. The current computer-to-pupil

ratio is not as advantageous as the average provision in a similar school and this has implications for the amount of time that individual pupils can spend using the machines. There are also, as a result of the structure of the timetable and current practice, quite long periods of time when computers are not in use in classrooms.

Art

150 The timetable is structured so that for most classes art alternates with design and technology and as a result there were only very limited opportunities to observe art lessons during the inspection week. However, art is secure. The curriculum and the school provides pupils with a sound range of experiences in art as seen in most classrooms, corridors and most areas of the school.

151 From a scrutiny of pupils' work and from examples of their artwork on display it is possible to judge that pupils are making satisfactory progress in art and are gaining in knowledge, understanding and art skills. The range of work on display demonstrates that school meets the requirement of the National Curriculum for art. Pupils in Year 4 are studying the work of Gustav Klimt. Groups of pupils work at observing and exploring his work and how he expressed himself through colour and texture. They have examined examples of his art, downloaded from the Internet, and produce work of their own in a similar style. A small group of girls in Year 5 have been working with a visiting artist to design and make pop-up books. These are of high quality and the pupils are developing a good level of skills. At the end of Key Stage 1, pupils have made puppets out of a range of materials and have painted them. This work is linked very closely with design and technology. Throughout the school, pupils are conversant with colour mixing and have experience of a range of media and materials.

152 As only one art lesson was seen it is not possible to make a secure judgment about teaching. However, it is obvious from teachers' plans for lessons during the week and from the scheme of work that art is secure in the timetable and pupils are provided with a varied art experience.

153 The art co-ordinator has only had this responsibility since September. There is a helpful scheme of work providing guidance for teachers and ensuring that the requirements of the National Curriculum are met. The co-ordinator sees all colleagues' planning and gives advice and support where it is needed.

154 There are good resources overall, with a good range of paints and materials for two-dimensional work. Resources are mainly kept in classrooms but there is a central store of larger and more infrequently used resources. The school has a good range of teachers' resources providing information about the life and work of famous artists.

Design and Technology

155 During the period of inspection it was not possible to observe sufficient design and technology lessons in either key stage. Therefore, no reliable judgements can be made about the quality of teaching or pupils' response and progress. Pupils in Year 1 have made pop-up cards. This demonstrates that pupils are able to plan, evaluate and modify their design. Examples of pupils' work displayed around the school indicate that appropriate coverage is given to design and technology. These artefacts include finger puppets made by pupils in Year 2, involving the skills of cutting and gluing. Pupils in Year 3 have produced Greek amulets. Year 4 pupils have made pop-up cards. Year 5 pupils have made pop-up books by incorporating the skills of tie-dying and embroidery. Year 6 pupils have made attractive Greek pots, as part of their history studies.

156 In the one lesson observed, namely Year 1, teaching was good. The lesson was well planned and structured and the teacher's clear instructions enabled pupils to know what was expected of them. Teaching built upon pupils' prior knowledge and understanding and maintained their concentration. Good teamwork between the teacher and assistant contributed to pupils' learning.

157 Curriculum plans indicate that the subject is usually presented within the context of a particular topic. This practice adds relevance to the subject. The recently-introduced scheme of work, ensures the progressive development of skills. However, the school has yet to develop a standardised system of record-keeping.

158 The co-ordinator is enthusiastic and provides good leadership. She has recently introduced an appropriate scheme of work which is providing a good source of support for teachers. Resources are adequate.

Geography

159 As only one geography lesson was seen in each key stage during the inspection, it is not possible to make a secure judgement about the quality of teaching and pupils' response to geography lessons. However, from the lessons seen and a study of pupils' work, it is clear that all pupils, including those with special educational needs, make sound progress in geography. They experience an appropriate range of activities to develop their geographical skills and their knowledge and understanding of places. Younger pupils learn about other places through the travels of Barnaby Bear. In the lesson observed, Year 2 pupils made suitable gains in their knowledge and understanding of how places differ geographically, by comparing a Scottish island with their own area of Bolton and finding out how this affects people's occupations.

160 Pupils' progress continues to be satisfactory at Key Stage 2. Pupils' work throughout the key stage indicates appropriate development of mapping skills, awareness of environmental issues, and knowledge and understanding of places. In the lesson observed, Year 4 pupils demonstrated their knowledge and understanding of the problems caused by litter and made suitable suggestions for improving the environment. Good awareness of the environment was also seen in the display of letters written by older pupils to Mother Earth.

161 The school has recently adopted the national scheme of work produced by QCA and this provides very good support for teachers' lesson-planning. Teachers make good use of the local environment, which is particularly helpful when looking at industrial development and changes in land use. Pupils gain first-hand experiences through visits to places connected with their geography topics, such as the Year 6 residential visit to Winmarleigh Hall near Garstang.

162 The coordination of geography is good. The co-ordinator is a subject specialist who is able to provide good support and advice for colleagues. She monitors teachers' planning, pupils' work and the use of resources. She will evaluate the newly adopted scheme of work and teachers' assessment of the learning outcomes in the summer term.

163 The school has a good range of appropriate atlases, posters, photographs and globes, which are used well. Teachers make very good use of the library service to support the geography topics they present to pupils. Currently, however, insufficient use is made of the school's information technology resources to support geography studies.

History

164 As no history lessons were seen at Key Stage 1 during the inspection, it is not possible to make a secure judgement about the quality of teaching and pupils' response in lessons. However, from a study of pupils' work, it is clear that all pupils, including those with special educational needs, make at least sound progress in history. A good range of appropriate activities is provided to develop pupils' knowledge and understanding of the past. For example pupils in Year 1 are making a study of toys past and present, while those in Year 2 had been finding out about the Great Fire of London and comparing aspects of life then with the present. In the course of this work, they showed they could sequence events in chronological order.

165 In Key Stage 2, pupils make good progress and show they have a good understanding of events and life in the past. This was demonstrated by Year 3 pupils discussing life in Ancient Egypt, Year 5 pupils enacting life in a Victorian classroom and Year 6 pupils' knowledge of the Ancient Greeks. In looking at photographs of tomb paintings and artifacts, Year 3 pupils showed they understood different ways in which the past could be represented and could draw conclusions from what they saw. All pupils gain an understanding of chronology; those in Year 6 can organise periods of time chronologically.

166 In Key Stage 2, pupils' response to history is never less than good and sometimes excellent. Pupils enjoy history lessons and show very good levels of interest. They listen very attentively and participate fully in class and group discussions. This was evident in all the lessons seen. Pupils settle quickly to tasks set and work with very good levels of concentration.

167 No teaching was seen in Key Stage 1. However, teaching in Key Stage 2 is very good. Lessons are very well planned and have a clear focus for pupils' learning. Teachers provide a wide range of activities and teaching approaches to develop pupils' historical skills and understanding. Teachers believe very much in providing first-hand experiences, such as pupils making a rug rag as part of their study of Victorian life. They use role-play to develop empathetic understanding of life in the past, as demonstrated by the afternoon in the Victorian classroom. Teachers are very well prepared with good quality resources. They lead class discussions very well, asking questions which extend and develop pupils' understanding.

168 The school has adopted the national scheme of work produced by QCA which provides very good support for teachers' planning. The local environment is used well to support historical studies, particularly Victorian Britain. Pupils visit local museums to support their studies and there are visitors to school to stimulate their interest, such as the 'Greek warrior' who visited Year 6.

169 The co-ordination of history is good. The recently-appointed co-ordinator brings enthusiasm and a deep love of the subject to her role. She provides clear direction and support for her colleagues. She monitors planning, pupils' work and the use of resources and will lead an evaluation of the newly-adopted scheme of work and teachers' assessment of the learning outcomes, in the summer term.

170 The school has good resources for history which are used well. They are augmented by the topic packs from the local library service and artifacts from the museum's loan services. At present, however, insufficient use is made of the school's information technology resources to support research in history.

Music

171 By the end of Key Stage 2 pupils have made satisfactory progress overall and good progress in singing and keeping a beat, demonstrating good rhythm and pitch. Pupils sing clearly and tunefully and with considerable enthusiasm. In both key stages pupils' ability to sing from memory and to control pitch is good and a strong feature. Pupils have a sound knowledge of musical vocabulary and most participate well in group tasks.

172 In Key Stage 2 pupils respond well in music lessons. In the only lesson seen in Key Stage 1 pupils also responded well, showing considerable enjoyment, listening well and performing to the best of their ability. In the lessons seen in Key Stage 2, enthusiasm, enjoyment and good levels of skill and accuracy were obvious with pupils generally being keen to be involved and listen to direction from their teachers.

173 Only one music lesson was observed in Key Stage 1 and because of this limited amount of evidence it is not possible to make a secure judgement of teaching in this key stage. Teaching is good in Key Stage 2. Lessons are well planned and clearly linked to the scheme of work. Lessons clearly build on the skills and knowledge that the pupils have gained in previous music sessions. All lessons begin with a revision 'warm up' session, usually with pupils following a beat and phrase made or sung by the teacher. More confident pupils make up their own simple phrases which the rest of the class repeat. This common strategy is effective for all classes. Overall teaching is positive and encourages pupils to take part and to sing clearly and confidently.

174 The music curriculum is secure and is enhanced through a number of extra-curricular activities. The main area of strength is singing with pupils being skilled in keeping tempo and controlling pitch and breathing. There are opportunities for pupils to play instruments, mainly un-tuned percussion, but with some tuned. The school has identified instrumental music as an area for future development.

175 The music co-ordinator only joined the school recently, but has a background in music and brings enthusiasm as well as expertise. The scheme of work is securely in place, having been developed by a former teacher at the school whose services, for a number of sessions in the term, are now bought in by the school. There have been a number of in-service sessions for teachers as well as demonstration lessons. These have clearly had a positive effect on the teaching of music. The school has more sessions planned as well as the development of more instrumental work, the use of information technology in music, and increased pupil composition.

176 Resources are adequate for the music currently undertaken but the school has recognised the need to further develop the range of musical activities on offer and to resource these appropriately.

Physical education

177 Only one lesson was observed in Key Stage 1 during the inspection. Therefore, no judgements are made about the overall quality of teaching and pupils' progress in this key stage. In Key Stage 2, judgements are based on the two dance lessons observed.

178 Good progress is made by Key Stage 2 pupils, including those with special educational needs. Rapid gains were made, particularly in the development of movement to music. For example, pupils in a Year 3 lesson showed good progress in their ability to interpret musical mood and successfully co-ordinated their actions to form a group dance. Pupils are able to make sensible use of available space and are aware of the need to observe safety rules when working with others.

179 Pupils behaved well in all the lessons seen. The exemplary behaviour of pupils in a Year 1 lesson contributed to the way in which benches were moved safely. Throughout the school, pupils listen to teachers' instructions, co-operate well in their work with their peers and show an interest and supportive attitudes to the performance of others. As a result, pupils are confident to express themselves in front of others; for example pupils in Year 5 were particularly uninhibited in their response to a poem on nightmares. Pupils with special educational needs are well integrated into lessons and treated with high levels of consideration by their peers.

180 Teaching was good in the one lesson observed in Key Stage 1. This lesson was well planned; the teacher used her voice most effectively and gave very clear instructions. A notable feature of the good teaching in this lesson was the especially good teamwork involving the adult working alongside the teacher, which provided necessary and effective support for those pupils with special educational needs.

181 Teaching in Key Stage 2 is good. The teaching is characterised by good planning and organisation of the class which is augmented by some well-delivered and appropriate teaching points from the teacher. This was particularly evident in the Year 5 lesson where well-selected demonstrations of pupils' movements were enhanced by relevant teaching points from the teacher. All adults set appropriate examples for pupils by dressing suitably for physical activity. Very good class control based upon very warm relationships was evident in all lessons.

182 Pupils receive a broad and balanced programme of physical education activities which is enhanced by the contributions of the local professional football team and LEA personnel. Pupils also benefit from good quality extra-curricular provision. After-school opportunities are offered, both to boys and girls, to participate in football, netball, cricket and rounders. A significant number of pupils from Years 4, 5 and 6 take advantage of this extra-curricular provision. The school competes in football, netball and rounders. The provision of such extra activities bears testimony to the commitment which teachers and the caretaker (football coach) give to their pupils. Physical education makes a significant contribution to pupils' social, moral and cultural development.

183 Good quality subject leadership is provided by the co-ordinator. She is very enthusiastic and provides good support for colleagues, and provides good organisation and maintenance of resources.

184 Accommodation is satisfactory including adequately sized indoor and outdoor playing areas, though the absence of playing fields is a restriction. The hard-surfaced playground is well marked out for games, but the surface is beginning to show signs of wear, resulting in some loose stones.

Swimming

185 The inspection of this school included a focused view of swimming which is reported below:

186 Currently, there are arrangements for Year 5 pupils to receive 14 lessons of 30 minutes duration, during the summer term. Therefore, during the period of inspection it was not possible to observe any lessons and thus it was not possible to judge the quality of teaching, pupils' response and progress. However, it is evident from records that approximately 85 per cent of pupils attain or exceed the standards in swimming required by the National Curriculum for PE.

187 The fact that a small but significant minority of pupils are unable to swim 25 metres is justifiably of concern to the school and to those responsible for teaching swimming.

188 The school has access to an adequate swimming pool nearby. Swimming teachers are well qualified.

190 No extra-curricular provision is made.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

191 The inspection of Ss Peter and Paul RC Primary School was undertaken by a team of four inspectors who, over four days, completed a total of fourteen inspector days in the school.

50 lessons or part lessons were observed, as were a number of registration periods and assemblies.

Observations were made of pupils arriving at school, during breaks and lunchtimes and leaving school.

A meeting with the staff was held prior to the inspection.

During the inspection there were discussions with the headteacher, members of the governing body, and with the teaching and non-teaching staff.

There were daily meetings between the reporting inspector and the headteacher.

In addition to the classroom observations, the inspection team examined the written work of many pupils. Examples of written work of a representative sample of three pupils from each year group was inspected.

During lessons, informal discussions were held with pupils from each year group throughout the school.

A representative sample of pupils in the school, across each year group, was heard reading in lessons and questioned on their knowledge and understanding of books.

Documentation provided by the school was analysed.

Attendance registers, the records kept on pupils, teachers' planning documents and minutes of the Governing Body meetings, were inspected.

Before the inspection, the reporting inspector held a meeting with 16 parents.

DATA AND INDICATORS

Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------------------|---|---|--|---|
| YR – Y6 | 190 | 11 | 86 | 74 |
| Nursery Unit/School | 30 | 0 | 0 | 6 |

Teachers and classes

Qualified teachers (YR – Y6)

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 11 |
| Number of pupils per qualified teacher: | 16:1 |

Education support staff (YR – Y6)

| | |
|--|-------|
| Total number of education support staff: | 8 |
| Total aggregate hours worked each week: | 143.2 |

Qualified teachers (Nursery school, classes or unit)

| | |
|--|----|
| Total number of qualified teachers (full-time equivalent): | 1 |
| Number of pupils per qualified teacher: | 20 |

Education support staff (Nursery school, classes or unit)

| | |
|--|----|
| Total number of education support staff: | 1 |
| Total aggregate hours worked each week: | 32 |

| | |
|---------------------|------|
| Average class size: | 20:1 |
|---------------------|------|

Financial data

| | |
|--|--------|
| Financial year: | 1999 |
| | £ |
| Total Income | 354885 |
| Total Expenditure | 360768 |
| Expenditure per pupil | 1786 |
| Balance brought forward from previous year | 3462 |
| Balance carried forward to next year | -2421 |

PARENTAL SURVEY

Number of questionnaires sent out: 189

Number of questionnaires returned: 54

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|-------------------|-------|---------|----------|----------------------|
| I feel the school encourages parents to play an active part in the life of the school | 59 | 37 | 0 | 2 | 2 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 54 | 39 | 0 | 7 | 0 |
| The school handles complaints from parents well | 43 | 41 | 6 | 7 | 2 |
| The school gives me a clear understanding of what is taught | 43 | 48 | 6 | 2 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 52 | 41 | 4 | 2 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 59 | 33 | 4 | 4 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 50 | 50 | 0 | 0 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 39 | 56 | 4 | 0 | 2 |
| The school's values and attitudes have a positive effect on my child(ren) | 44 | 52 | 2 | 2 | 0 |
| The school achieves high standards of good behaviour | 46 | 43 | 4 | 6 | 0 |
| My child(ren) like(s) school | 63 | 37 | 0 | 0 | 0 |

Inspectors support the views expressed by parents.