

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Langho

LEA area: Lancashire

Unique reference number: 119642

Head teacher: Miss F Watson

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 3 – 6 July 2000

Inspection number: 192403

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Whalley Road Langho Blackburn Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Robson
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Pullan	Registered inspector	Mathematics	What sort of school is it?
		Physical education	The school's results and pupils' achievements
		Art	How well are pupils taught?
		Equal opportunities	How well is the school led and managed?
		Under fives	
Mr Smith	Lay inspector		Pupils' attitudes, values and personal development
			Attendance
			Links with the community
			Monitoring of personal development and attendance
			How well does the school care for pupils?
			How well does the school work in partnership with parents?
			Accommodation
Mrs McLean	Team inspector	English	Pupils' spiritual, moral, social and cultural development
		Geography	Staffing
		Music	
		Special educational needs	
		English as an additional language	
Mr Rothwell	Team inspector	Science	How good are curricular and other opportunities offered to pupils?
		Information technology	Resources
		Design and technology	Assessment and monitoring of academic achievement
		History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School is a voluntary aided school which serves the parishes of St Mary's Langho and English Martyrs Whalley. It is an average sized school with 214 pupils on roll of which 118 are boys and 96 are girls. Most pupils come from privately owned housing with the number of pupils eligible for free school meals well below the national average at three per cent. Twenty one pupils have been identified as having special educational needs, which is below average although the number of pupils who have a statement of educational need is above the national average at three per cent. The school has a higher than average number of pupils who have English as an additional language although these pupils do not require additional support for this. When pupils start at the school their attainment is better than would normally be expected for four year olds and most pupils have attended nursery or playgroup.

HOW GOOD THE SCHOOL IS

St Mary's RC Primary is going through a period of change. This is much needed as the school has recognised that it is not as effective as it should be. When pupils enter the school their attainment is better than would normally be expected for four year olds but by the end of Key Stage 1 their results in national tests show that they are attaining at levels well below what would be expected either for their age or by their ability on entry to the school. At the end of Key Stage 2, pupils perform much better in the national tests but this is a result of pupils experiencing quite a narrow curriculum in order to gain the knowledge and skills they need to be able to successfully complete the tests. The teachers are very caring towards the pupils and the atmosphere in school is calm and welcoming. A great deal of emphasis is given to making pupils feel happy, appreciated and secure. Consequently pupils enjoy coming to school and apply themselves well to their work. The leadership of the school under the present head teacher is very good. However, the head teacher has only been very recently appointed. She has identified all the areas in need of improvement but has had insufficient time to implement many of the needed changes or for those changes that have been introduced to have had any real effect. The school, therefore, gives unsatisfactory value for money.

What the school does well

- There is very good provision for pupils' spiritual, moral, social and cultural development.
- Extra-curricular music.
- There is a caring atmosphere and very good relationships.
- The leadership and management of the school by the head teacher is very good.
- Speaking and listening is promoted well.
- The behaviour and attitudes of the pupils are very good.

What could be improved

- Attainment by the end of Key Stage 1, including the quality of teaching in Year 2.
- Provision for those children who are not yet five, including the quality of teaching in the reception class.
- Attainment in information technology.
- The structure of the curriculum, including planning, assessment and resources.
- The role of the subject co-ordinator.
- More challenging activities for those pupils capable of higher attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Six key issues were identified involving: short-term planning; the role of the co-ordinators; challenging high attaining pupils; disseminating good teaching; providing an adequate supply of books and supplementing information technology hardware and software and developing opportunities for their application across the curriculum. The school has not addressed most of these issues and therefore improvement since the last inspection is unsatisfactory. There is now an adequate supply of books and information technology hardware and software has been supplemented but this area has not been developed across the curriculum. All other areas remain issues for the school, consequently standards have declined in some areas of the curriculum, especially Key Stage 1. However, the school has a good capacity and commitment to improvement.

STANDARDS

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

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

By the end of Key Stage 2, the school attains well when compared to all schools nationally and its performance matches that of schools who have a similar number of pupils eligible for free school meals. However, not as many pupils gain the higher levels in the tests as would be indicated by their ability when they first enter the school or by predictions from assessments carried out during their time in school. Much of this is due to the fact that attainment drops significantly by the end of Key Stage 1. Results by the end of Key Stage 1, show that the school attains well below most schools nationally and is in the bottom five per cent when compared to similar schools. Consequently, teachers in Key Stage 2 have to concentrate on getting the majority of pupils to the expected level, which allows insufficient opportunities to challenge and extend those pupils capable of higher attainment. In addition, the school's targets do not reflect the capabilities of the pupils and are too low. The school has always reached its targets and usually exceeds them. The school's results have not shown an improvement over time. Science dipped significantly from results in 1996 to return to above average in 1999.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to be involved in lessons and work hard.
Behaviour, in and out of classrooms	Very good. Pupils clearly understand and follow school rules. They behave well in lessons and play well together on the yard.
Personal development and relationships	Good. Pupils consider other peoples' feelings and relationships are good between pupils and adults in the school.
Attendance	Very good. Pupils enjoy coming to school.

The pupils are friendly, polite and welcoming. They work hard during lessons and are eager to please their teachers by doing their best work. The recent introduction of a reward system has made pupils more aware of how their actions affect other people and they are conscious of showing respect to others by listening and appreciating what they say.

TEACHING AND LEARNING

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

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

Forty-six lessons were seen. Teaching was satisfactory in 39 per cent of these lessons, good in 33 per cent, very good or excellent in 19 per cent and unsatisfactory in the remaining 9 per cent of lessons. Unsatisfactory teaching in Year 2 and reception resulted from a lack of clearly identifying what pupils should be able to know, understand or do by the end of the lesson. In these lessons teachers relied too heavily on their informal assessments of pupils and did not sufficiently match the tasks given to the pupils' needs or abilities. This resulted in pupils capable of higher attainment not being challenged or stretched and many other pupils being given work that they found quite easy to complete. In addition, the unsatisfactory lessons were not based on schemes of work that build upon pupils' previous learning. As a result, they relied too heavily on the activities that pupils were to complete rather than the skills or knowledge that were to be developed. In the good or better lessons seen teachers gave the pupils more challenging activities and lessons were conducted at a good, brisk pace. This stimulated and motivated pupils and in these lessons pupils' skills and knowledge were developed well. The school has introduced both the literacy and numeracy strategies. However, throughout the school, these strategies are not consistently implemented and teachers rely too heavily on commercially produced schemes of work and photocopied sheets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school does not have an overview of the curriculum that pupils should be experiencing in the different year groups. Many areas of the National Curriculum are not sufficiently in place.
Provision for pupils with special educational needs	Good. There are clear criteria for the identification of pupils with special educational needs. Individual education plans are pertinent and relevant with clear targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' social and moral development. Pupils have a good understanding of school rules and adults in the school are very good role models for the pupils. Provision for pupils' spiritual and cultural development is good. Pupils experience a good range of visits and visitors which enrich the curriculum.
How well the school cares for its pupils	Teachers take a keen interest in the welfare of their pupils. They know the personal needs of most pupils well and this produces a "family" atmosphere in the school. However, the school's arrangements for the monitoring and support of academic performance are unsatisfactory.

An adequate or relevant curriculum for children under five has not been identified. This has resulted in a curriculum that does not clearly identify what these children should be experiencing or attaining. Consequently these children do not make the progress they should. Throughout the school, there is insufficient identification of the skills and knowledge to be developed in each year group. The school does not follow the National Curriculum guidance and, as a consequence, pupils' attainment has dropped since the last inspection in many areas of the curriculum. Formal assessment is in place in the school but, until very recently, the results of these assessments were neither analysed nor used to inform future planning. Consequently, work is not well matched to pupils' abilities. The school does not meet its statutory requirements in regard to the provision in information technology. By the age of 11, most pupils are still only using the simple features of programs. In addition, they have little real understanding of the use of spreadsheets, databases and how computers can control, measure and simulate physical events. Since the appointment of the new head teacher more opportunities have been made available for parents to be involved with the school. These have been welcomed by parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good leadership and management by the head teacher. Subject co-ordinators do not sufficiently monitor or evaluate their specific areas.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They have recently developed their involvement with the school and consequently improved their knowledge. They now have a satisfactory knowledge and understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has only very recently begun to evaluate its performance. Good procedures have been introduced although it is too early to judge their impact.
The strategic use of resources	Satisfactory, but the school presently provides unsatisfactory value for money.

The head teacher has a very clear educational direction for the school. As a result, she provides strong leadership and manages the school well. She has only recently been appointed but has accurately identified the strengths and weaknesses of the school and has already made some significant improvements. The current school development plan is too brief to be of any real value. The head teacher has identified this as a priority and has a good understanding of how the plan needs to develop. The governing body is supportive of the school and governors have recently developed and improved their knowledge of the school, particularly concerning the attainment of pupils. They are very supportive of the new head teacher and have been swift to recognise the need for a more active and critical role in the school. The role of the subject co-ordinator has developed little since the last inspection and is still in need of improvement. They do not yet sufficiently analyse pupils' work, observe the quality of teaching in their subject area or have a sound enough understanding as to the attainment in their subject. The head teacher has a clear understanding of the principles of best value but these have not previously been fully implemented. The school has sufficient qualified teachers to deliver the curriculum and they are supported well by support assistants. The accommodation, having been extended on a number of occasions, is satisfactory and well used. However, most classrooms are not cleaned more regularly than once a week and, consequently, are often not particularly clean. In many areas, the schools' resources are inadequate but particularly so in the early years. There is poor provision for those children who are not yet five to use large equipment for out-door play.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes school• Behaviour in the school is good• The teaching is good• The school helps their child to become mature and responsible	<ul style="list-style-type: none">• The amount of work their child does at home• How well they are informed about how their child is getting on• How comfortable they feel about approaching the school with questions or problems• How closely the school works with parents• The range of activities the school provides outside lessons

The inspectors views are that the head teacher has identified many of the things that parents would like to see improved and has already instigated many changes, which have been welcomed by parents. There are clear plans to address the other issues. However, there has been insufficient time for a judgement to be made as to the success of these changes. Inspectors agree with parents' views about what they like about the school with the exception that the standard of teaching varies and is not consistently good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 When children start in reception, their attainment is above what would be expected for four year olds. Pupils do not make steady progress in Key Stage 1 and, by the end of Year 2, attainment in reading, writing, mathematics and science is below the levels expected for their ages with information technology being well below average. Pupils make good progress in Key Stage 2, and by the end of Year 6, attainment in English, mathematics and science matches the levels expected for pupils of this age. However, attainment in information technology is well below average. The school does not set challenging targets and has always reached and exceeded them. Results of tests and assessment are not used well throughout the school. Consequently, work set does not match the ability of the pupils and much of it is at too low a level. The school has recognised this and has clear plans to improve.

2 In the 1999 national tests for seven year olds, the school's results in reading and mathematics were well below average when compared to all schools nationally and writing was below the national average. Teachers' assessment of pupils' attainment in science shows that pupils attained below the national average for this subject. These results were very low when compared to similar schools. Few pupils reached the higher levels in these tests, despite having the ability to do so. Since 1996, the school's results have been declining, although results in mathematics improved in 1999.

3 In the 1999 national tests for 11 year olds, the school's results in English and mathematics were above average when compared to all schools nationally with science being well above average. However, these results were broadly in line with results from similar schools. This is because fewer pupils attained the higher the levels than would be expected by their ability. The standard of the school's results has been maintained over the last three years.

4 Children enter the reception with good language and social skills. They speak clearly, usually in complete sentences and have a good range of vocabulary. Most children have attended nursery or play group and work co-operatively with other children sharing toys and equipment. Many children have access to books at home and come to school already appreciating stories and taking pleasure in listening to them. However, children do not make the progress they should in reception and, by the age of five, most children only reach the expected levels.

Standards in English

5 Pupils do not make the progress they should in English in Key Stage 1 and, by the end of Year 2 their attainment is below average. However, pupils make good progress in Key Stage 2, and by the end of Year 6 attainment matches the expected levels. By the end of Year 2, most pupils take pleasure in reading, but use limited strategies for tackling unknown words relying predominantly on sounding out the letters of the word and using picture clues. By the end of Year 6, pupils are enthusiastic readers and refer to the text when explaining their preferences. In writing, pupils in Year 2, write sequences of sentences but still use capital letters inaccurately. By the end of Year 6, pupils plan their writing well, with ideas being developed into paragraphs and vocabulary used well for effect. Handwriting and presentation are developed systematically throughout Key Stage 2, and by the end of Year 6, pupils' skills in these areas are well developed. The literacy hour is beginning to have an impact on pupils' English skills, but pupils are given too few opportunities to develop their writing skills in other subjects.

Standards in mathematics

6 Pupils do not make the progress they should in mathematics in Key Stage 1 and, by the end of Year 2 their attainment is below average. Pupils make better progress in Key Stage 2, and by the end of Year 6 attainment matches what is expected. By the end of Year 2, pupils are adding and subtracting numbers up to 20. By the end of Year 6, pupils have a firm understanding of number and calculate well both mentally and on paper. Throughout the school, pupils do not make sufficient progress in using and applying mathematics and find it difficult to solve word problems or decide on the method of calculations to solve problems that require more than one calculation to arrive at the answer. The numeracy hour is beginning to have a positive impact on pupils' mathematical skills.

Standards in science

7 Pupils do not make the progress they should in science in Key Stage 1 and, by the end of Year 2 their attainment is below average. Pupils make better progress in Key Stage 2, and by the end of Year 6 attainment matches what is expected. By the end of Year 2, pupils know the conditions seeds need to grow. Their scientific vocabulary is good, and they use terms such as stem, petals, leaves and roots. By the end of Year 6, pupils know how to separate solutions using filters and evaporation. They understand forces, life cycles, food chains and the properties of materials. However, the skills of scientific enquiry are not well developed. Pupils find it difficult to work independently and solve problems for themselves.

Standards in information technology

8 Pupils do not make sufficient progress in information technology and, by the end of Years 2 and 6, their attainment is well below average. By the end of Year 2, pupils have a poor understanding of how information technology can be used and only use the simplest of features in the programs they use. Most pupils are very reliant on adults to help them to load, save or print their work. By the age of 11, most pupils are still reliant on adult help and are still only using the simple features of the programs they use. In addition, they have little real understanding of the use of spreadsheets, databases and how computers can control, measure and simulate physical events.

Standards in other subjects

9 Progress in other subjects is not consistent. Poor progress is made in geography and design and technology. As a result, attainment in these subjects is below what would be expected for their ages. Progress in art, physical education and history is steady and attainment is typical of their ages. Pupils make good progress in the composing, singing and performing aspects of music and attainment is above what would be expected. Progress in most subjects has been limited because of the time needed to implement the National Numeracy and Literacy Strategies but also because most of these subjects do not have programmes of work for teachers to refer to when planning lessons.

Special Educational Needs

10 Pupils with special educational needs make satisfactory progress throughout the school. Those pupils who have been identified as needing additional support or provision have appropriate individual education plans with clearly identified targets. Reviews are held regularly to measure pupils' progress against these targets. Parents are invited to these review meetings and their involvement is valued.

Pupils' attitudes, values and personal development

11 The quality of pupils' attitudes to work, their behaviour, relationships and personal development are now major strengths of the school.

12 Pupils enjoy school and have very good attitudes to learning. They are well-motivated, ready to work and keen to respond to the challenges offered, pursuing each new task with purpose and determination. They listen carefully to their teacher, or when others are speaking, answer questions sensibly, and contribute confidently during discussions.

13 Behaviour in and out of class has improved since the last inspection and is now very good, and sometimes impeccable. Pupils are a credit to their school. They display high levels of self-discipline, clearly know what is expected of them, and usually react accordingly. Incidents of bullying are rare. No incidents were observed or reported during the inspection. There have been no exclusions in recent years. Pupils are genuinely proud of their school and show due respect for its fabric, fittings and resources.

14 Pupils, generally, are confident and articulate. They are considerate and fully understand the impact of their actions upon others. They show initiative in a variety of ways. For example, older ones regularly record stories for the younger ones to hear. However, opportunities for pupils to carry out research, or to plan their own learning are not strong features of the school, although when offered are used productively. Opportunities for them to take on responsibility are now being extended. Tasks offered are accepted willingly and carried out efficiently. The youngest children have developed very good working habits. They take turns, have a well-developed sense of fair play and are able to sustain interest in whatever they are doing. Links with the local community, particularly through music, also help to enhance personal and social values. The quality of relationships amongst pupils and between pupils and members of staff is now very good. This makes a significant contribution to the education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are friendly, very polite, and always ready to help one another and their teachers. In lessons they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime, and when eating lunch, they are friendly and sociable.

15 Attendance remains very good and reflects parents' views that their children enjoy coming to school. Unauthorised absence remains very low. Punctuality is good. Almost all pupils arrive on time and are settled in class promptly at the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

16 The quality of teaching varies throughout the school. Most of the teaching (91 per cent) is at least satisfactory with over half the lessons seen judged to be good or very good. However, a proportion of unsatisfactory teaching was seen (nine per cent), all in reception and Year 2. This is a decline from the previous inspection when only one per cent of the teaching was unsatisfactory. When compared nationally the school has a higher proportion of unsatisfactory teaching and a smaller proportion of good or better teaching than most schools.

17 Throughout the school, teachers have a sound knowledge and understanding of most of the subjects they teach, with the exception of information technology where subject knowledge is poor. Consequently, attainment in this subject is well below what is expected. However, some lessons are not based around the recommended programmes of study in the National Curriculum. As a result, teachers are confident enough to plan lessons that interest pupils and thereby gain their attention but they cannot be sure that the content of the lessons builds upon pupils' previous learning. In addition, pupils are not

experiencing all the subject content that they should be or developing all the necessary skills. The result of this is that all pupils do not make sufficient progress, particularly in Key Stage 1. As a consequence, attainment is below what it should be by the end of Key Stage 1 and teachers in Key Stage 2 have to restrict the curriculum to predominantly English, mathematics and science for pupils to be able to complete the national tests at the end of the key stage. Whilst standards have been maintained in these subjects in Key Stage 2, there has been a decline in standards in some other areas of the curriculum.

18 Teachers use a range of questions well. Some questions posed are to ascertain pupils' knowledge and understanding of the subject; others require a more detailed answer and are used effectively to develop pupils' reasoning skills. For example, in a Year 2 mathematics lesson pupils had to give the correct answer as quickly as possible for $\frac{1}{2}$ of 26 or double 8, whilst in a Year 4 English lesson pupils had to explain, "What happens in Tanzania that means Rachel can't walk at mid-day?". This means that teachers know what their pupils understand throughout the lesson and can alter their lessons if they feel pupils don't understand. However, assessment is not used well throughout the school. As a result, work is not well matched to levels of ability of all pupils, especially those pupils capable of higher attainment. Pupils are, therefore, not challenged or extended in their work and find many tasks easy. Despite this most pupils show very good attitudes to their work and apply themselves well. They are keen to do their best work and work quickly to complete tasks. They show an interest in all subjects and retain knowledge and information well. Most pupils have a sound understanding of what they do well and, by the end of Year 6, develop the skill of knowing what they should do to improve.

19 Teachers' lesson planning is unsatisfactory, particularly in reception and Year 2. Plans are not related well to programmes of work, and tend to be overly reliant as to the activities to be done in the lesson rather than clearly identifying what pupils should know or be able to do by the end of the lesson. The school has recently introduced a common format which ensures a consistency of approach. Teachers do not sufficiently plan for pupils of different abilities and most pupils tend to undertake the same work. Teachers do not provide opportunities for those pupils capable of higher attainment to develop their skills fully. There are very few open-ended tasks or activities which depend upon individual research. In many subjects there is an over-reliance on photocopied work sheets and commercially produced schemes of work. The quality of individual education plans for pupils with special educational needs is good. Teachers are aware of the specific needs that a particular pupil may have. Work in the classrooms for pupils with special educational needs is planned with reference to their individual plans. The special educational needs co-ordinator holds meetings with teachers and parents and regularly reviews pupils' individual education plans. The school uses homework in a satisfactory way to reinforce learning done in class but this is not used consistently throughout the school.

20 All the teachers are very caring towards their pupils. Most have good control and insist on high standards of behaviour. They also vary the range of activities within a lesson to ensure that most pupils remain interested and involved enough to work productively. Most pupils respond very well to their teachers, showing respect and concentrating on their work. In the few unsatisfactory lessons seen it was as a result of not clearly identifying what pupils should be able to do by the end of the lesson and planning the appropriate activities to develop this.

21 The school implements the National Literacy and Numeracy Strategies. Most teachers teach these basic skills well but the lack of assessment has resulted in pupils being given work that is correct for their age but not necessarily correct for their ability, resulting in pupils not attaining the levels of which they are capable. Teachers take account of the Literacy Framework when planning their lessons. However, some teachers are not yet confident with all parts of the Literacy Hour. As a result, planning is not effective for group tasks; activities do not built on pupils' previous learning, and too long is spent on whole class sessions. Not all teachers are confident with the Numeracy Strategy. All lessons start

with a brief mental session and, in the main, this is done well. However, the range of mathematical experiences advocated in the Numeracy Strategy is not yet being taught throughout the school, for example, using and applying mathematics to real life situations. Although teachers refer to the National Numeracy Strategy when planning their lessons, their lesson plans do not clearly identify what pupils should know, understand or be able to do by the end of the lesson. Work provided is virtually identical for all pupils, which does not allow for the differing abilities within each class.

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

22 The school has made unsatisfactory progress in most areas of the curriculum since the last inspection. The school has not addressed the previous key issue of providing a more challenging curriculum for those pupils capable of higher attainment. Consequently, these pupils are still not achieving the levels of which they are capable. The curriculum does not meet the statutory requirements for information technology and in many other curriculum areas insufficient regard is given to following the programmes of study of the National Curriculum. As a result, attainment is below what would be expected in information technology, geography and design and technology. In the other curriculum areas pupils are achieving standards similar to what would be seen in other schools but these standards could be higher.

23 The school does not have an overview of what pupils should be taught in each year group. Consequently the school cannot guarantee that all pupils receive the curriculum to which they are entitled. The head teacher has recognised that there is insufficient teaching time in Key Stage 2 and has implemented plans to change this from next term. Plans have already been produced to ensure that all classes spent an appropriate amount of time on all subjects of the National Curriculum and that all subjects are taught according to National Curriculum guidelines. The school has introduced the National Literacy and Numeracy Strategies. Both of these strategies have areas that require further staff training and development but the school has already identified this. Despite some shortfalls these strategies are beginning to enhance pupils' learning. However, opportunities to teach numeracy and literacy in other subjects are not sufficiently planned for. Information technology is infrequently used to support other aspects of the curriculum.

24 The school has implemented booster classes in both literacy and numeracy. These are having a positive effect and Year 6 pupils are well prepared for national tests. There is a satisfactory amount of extra-curricular activities and excellent opportunities for pupils to be involved in musical activities.

25 Planning is unsatisfactory. There are policy statements, but most of these are in need of review. There are no programmes of work for most subjects, and where programmes exist, such as in science, these are inconsistently used. The lack of a readily available long-term overview means that teachers' planning is often unfocused and inconsistent. The head teacher has recently introduced a more structured system for planning. This is beginning to improve the situation.

26 Pupils' personal, social and health education is well promoted, and reflects the school's Catholic ethos. The school is currently developing a policy for this aspect.

27 The overall provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the last inspection. Provision for spiritual and cultural development is good, and provision for moral and social development is very good.

28 Whilst there is no whole school planning for the provision of spiritual, moral, social and cultural development across the curriculum, spiritual development is promoted very well in assemblies

and through the school's strong Catholic ethos which spills over into the curriculum. In assemblies, pupils are given opportunities to share their personal experiences and feelings. They are confident, and articulate. Consequently, some pupils were able to explain very well the consequences of not following the school rules. Pupils regularly say prayers before lunch and at the end of the day. On these occasions pupils are sometimes given opportunities to reflect on their personal experiences and to make a response by offering a personal prayer. There are displays of pupils' own prayers. They have thought carefully about situations in their life when they have done what they knew to be right, and have thanked God for His support in this. Spiritual development is promoted very well through the school's Diocesan religious education scheme of work, and some teachers use these strategies well to promote spiritual development in other subjects. For example, in one English lesson, pupils were frequently invited to think about how the text they were sharing made them feel. Pupils are eloquent, and they responded well to these opportunities.

29 Provision for moral and social development is very good. The provision for moral development is implicit in the school's Christian ethos, and the school has very recently reviewed its rules with the pupils. These are now explicit, and all the pupils understand their purpose very well. This is reinforced very well in assemblies, where pupils are reminded about school rules, and their purpose. Assemblies are used well to reinforce the values that the school considers important, such as collaboration, love for each other, and respect for their surroundings and for other people. All adults working in the school have high expectations of pupils' good behaviour, and they are good role models. Relationships between teachers and adults working in the school, and staff and pupils are very good. This is a major strength of the school. Pupils are encouraged to collaborate with each other in lessons, and to value each other's contribution. They are given roles of responsibility around the school, and in classrooms. They take these very seriously. For example, Year 6 pupils were supervising the return and loan of library books during lunchtime. Although there was an adult in attendance the pupils were confidently managing the activity. Pupils take responsibility for organising fund-raising activities. For example, they planned a 'soup and bread' lunch to raise money for Cafod. Year 6 pupils, who are leaving the school this term, have taped stories selected by them as being suitable for pupils in Key Stage 1 to listen to. Pupils are taught the importance of working together for the school community. For example, in music pupils learn the importance of relying on each other and of giving of their best to support the group. They perform confidently in a range of situations outside the school.

30 Provision for cultural development is good. There are very good links with the parish, and a range of visits and visitors to the school enrich this provision well. In religious education pupils not only learn about their Christian heritage, but they also learn about the beliefs and celebrations of the faiths of Judaism and Hinduism. Through the curriculum pupils learn about their own heritage. For example, some Year 5 pupils enjoyed reciting poetry in their own dialect. Their awareness and understanding of other cultures and lifestyles is less well developed. Displays reflect some of the work pupils have done. For example, there has been a visitor to the school who has shared African stories with the pupils. In the library, there is a display about the Australian folk tale "Tiddalik". In some lunch-time prayers, pupils are encouraged to reflect on the plight of people in some other countries such as Ethiopia and Tanzania. However, in discussion with some pupils, their awareness and understanding of the ethnic and cultural diversity in this country is not well developed.

31 Good links have been maintained with the local and wider community, and these continue to have a beneficial effect on pupils' learning. Effective use is made of visits to places of interest to extend the work done in class, particularly in history and geography, and visitors, such as theatre groups and storytellers, also provide good first-hand experiences for pupils. At present, however, there are no residential visits or educational links with business. Pupils regularly take part in local music festivals, and there are some sporting links with other schools. This helps them to gain confidence and enhances their personal development. Strong links have been maintained with the parish church. The priest is a frequent visitor and makes a valuable contribution to the payer life and worship of the

school, through liturgies, masses and collective acts of worship. Pupils' awareness of the needs of those less fortunate than themselves is raised through regular and generous support for charity. Close links continue with the local Catholic high school, and ensure the smooth passage of pupils transferring at the end of Year 6.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32 The school's arrangements for the monitoring and support of academic performance are unsatisfactory. The school uses a range of tests including statutory and optional national tests. However, the information available from these tests is not used to identify future targets or inform planning. There is little formal analysis of test information to track pupils' progress. The recently appointed head teacher has identified this weakness, and is implementing a comprehensive strategy to track pupils and establish a coherent structure for assessment.

33 Assessment is seldom used to inform future planning. This was identified in the previous inspection and the school has made unsatisfactory progress in this area. All teachers know how well their pupils are doing within lessons, and use informal assessments to help them make progress on a day-to-day basis. However, there is no structured or systematic approach to the use of formal assessment. Teachers have recently started to identify assessment opportunities in their planning, but these sometimes lack clarity. Marking is not used for assessment purposes. Teachers mark work conscientiously, and use comments to help pupils feel that their work is valued. However marking seldom tells pupils what they could do to improve their work.

34 Pupils' general welfare is promoted satisfactorily. The day-to-day working practices adopted by staff are good, and as a result the school runs smoothly. Pupils are supervised carefully and lunchtime routines are managed well. Established procedures for dealing with accidents and illness are followed closely. However, the health and safety policy is out of date and has not been reviewed for several years. Child protection arrangements reflect local education authority guidelines, with a suitably trained member of staff having designated responsibility for liaising with outside agencies.

35 Procedures for monitoring pupils' personal developments remain mostly informal but are, nevertheless, effective. Some informative comments about pupils' general conduct are included on their annual reports and, when necessary, incidents of poor behaviour are logged by the head teacher. These, however, are very rare. There are no specific arrangements for promoting attendance. Registers are completed properly at the start of sessions and attendance is monitored periodically. Any unexplained absences are generally followed up, although parents are usually very diligent at informing the school why their children cannot attend.

36 Teachers know their pupils well, have very good relationships with them and respond positively to their personal needs. Very high standards of discipline are promoted implicitly through the Catholic ethos of the school. There are suitable and effective arrangements to deal with bullying, but the behaviour policy is out of date and does not fully reflect all measures currently in existence. Praise and rewards are used well to encourage effort and significant achievements are celebrated. Links with the local community, particularly through music, help pupils to gain confidence, but opportunities for them to conduct their own research, or to plan their own learning, are not well developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37 Parents express mixed views about the school, although they are mostly positive. The greater majority indicate they would feel comfortable approaching teachers if they had any worries or concerns, but a large number of parents consider that the school does not work closely with them. This is partly borne out by inspection findings, particularly in respect of homework, which is very variable. However, many parents support the new family assemblies and a few of them, along with grandparents and parishioners, regularly help in school. Others provide transport when sports teams play away matches. The Parent-Teachers' Association remains active and provides generous support for the school through organised social and fund-raising events. Parents of new starters are introduced to the school with understanding and given clear guidance about its routines and expectations.

38 The standard of communications sent to parents is also mixed. Parents are kept sufficiently well informed about their children's progress, and those who raised concerns about this have no need to worry. There are enough opportunities for parents to consult with teachers on a formal basis and the quality of annual reports is satisfactory. These indicate how pupils are getting on in all of the subjects taught, although they rarely identify where improvements could be made. Parents now receive an informative monthly newsletter to let them know what events are taking place in school. However, details about what is being taught are patchy. This has now been identified as an area for improvement and plans have already been made for parents to receive more detailed information about the curriculum and homework activities. The governors' annual report lacks several items of necessary information and the prospectus does not state that parents have a right to withdraw their children from religious education. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern and kept fully informed about on-going progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39 The leadership and management of the school have recently undergone some changes. A new head teacher has been appointed and she has been quick to identify the strengths and weaknesses of the school. She has a very clear educational direction for the school and is providing strong and effective leadership. Many new initiatives have already been introduced, for example a behaviour reward system and greater parental involvement. All changes introduced so far have been well received by teachers, pupils and parents. Staff morale has improved recently and teachers are very keen and enthusiastic about implementing many of the changes that the head teacher has identified. There is a strong commitment to improving the standards and provision in the school and all staff are working well together as a team. The school now has a great capacity for improvement but much of this is due to the enthusiasm and "drive" generated by the head teacher. Relationships amongst the staff are good and communication is open and honest. As a result, staff are very aware of the need for improvement and are very supportive of the head teacher.

40 There were six key issues identified in the previous report. Most of these have not been addressed with the exception of providing more books and computer software and hardware. As a result, the school has not made sufficient progress since the last inspection. Failure to address the key issues has resulted in an actual decline of standards in many areas of the curriculum. The effect of this is that attainment by the end of Key Stage 1 is now below average when compared to schools nationally, whereas it was above average in the previous report. The new head teacher identified this immediately upon appointment and has clear and appropriate plans to redress this. This has included presenting the governing body with all the information they require to make decisions that effect the future development of the school. The present school development plan is inadequate. Both the governors and the head teacher have recognised this and are conducting a full audit to ascertain the school's needs and priorities for improvement. Communication between the head teacher and the

governing body is good and they are working very well together to produce a plan to clearly identify what the school needs to do to improve including the personnel involved, financial implications and realistic time scales for completion.

41 Despite being a key issue in the previous report, the role of the subject co-ordinators has not been developed. Although co-ordinators work hard and are keen to improve they do not have a clear understanding of the provision and attainment in their subjects. They have had insufficient opportunities to monitor their areas and, consequently, do not have a full and comprehensive idea of the strengths and weaknesses in their subjects. As a result, standards in many areas of the curriculum have declined since the last inspection and little curriculum development has taken place. This remains an area for development and improvement.

42 The governing body is very supportive of the school. Governors meet all their statutory responsibilities with the exception of some information being omitted from the prospectus and the annual report to parents. Governors are aware of this and have plans to correct this when the documents are next produced. Governors have very recently improved their knowledge of the school and the attainment of the pupils, and this is now satisfactory. They have very quickly improved their role in monitoring the performance of the school and have realised that there are areas in need of improvement. They are working well with the new head teacher to improve standards and are now much more aware of the types of documentation and information they require in order to make judgements and plans that influence the school's future development. They have previously not been as effective at improving the school as they could be but now have a clear educational direction for the school that is shared with the head teacher.

43 The head teacher manages the school very well. She has recently improved many of the systems regarding the monitoring of finance. The most recent auditor's report highlighted a few areas for improvement and the head teacher has implemented all of these. Subject co-ordinators have responsibility for a budget within their areas but there are clear plans in place for this to be more closely linked to the school's priorities for development. The governors monitor the budget on a regular basis but need to be more involved in the initial setting of the budget. Principles of best value have not previously been implemented in the school but the head teacher has a good understanding of these and is already applying them.

44 There are sufficient teachers, and support staff, to meet the demands of the curriculum. The head teacher has identified the need for more support staff to support the school's target to raise attainment. Teachers are all suitably qualified, and there is an appropriate balance of experience and expertise. Teachers with musical expertise are used very effectively and this makes a positive contribution to the school's high standards in musical performances. Subject co-ordinators do not have a clear understanding of their roles, and job descriptions have not been updated. The head teacher has identified this weakness, and has held interviews with all staff individually, since her appointment. These have highlighted both professional and personal development. Teachers have received appropriate training to allow them to meet the new initiatives, particularly in literacy and numeracy, but aspects of these strategies still require development. Subject co-ordinators attend in-service training courses available, but the sharing of information from courses has been informal. Non-teaching support assistants are deployed effectively in classrooms, although there are still occasions when their time is not used well. For example, in the whole class shared session of the Literacy Hour and in other lessons where there is a heavy reliance on teacher and pupil discussions, support assistants have a passive role. There is still no school formal policy for the induction of newly qualified staff and their subsequent mentoring. These aspects were highlighted in the previous inspection report. The head teacher is aware of the need to produce school guidance for induction procedures, which will be based on the local education authority's guidance.

45 Resources for learning are unsatisfactory. The last inspection identified a need to improve library books and computers. This issue has been addressed. However, there are inadequate resources for the under fives, geography, physical education, art, mathematics and design and technology. In information technology the computer resources are satisfactory, but the range of available software is limited. Resources for music are good and are effectively used to support the school's music teaching. Although resources for English are adequate, some of the reading books are old and outdated.

46 Accommodation has improved since the last inspection. It is well maintained but the cleanliness could be improved. Classrooms are of sufficient size for the number of pupils in them and are suitably furnished. An attractive, separate library has recently been created, which has improved pupils' research skills. Displays around the school are very uninspiring, and contain limited amounts of work produced by pupils to celebrate their achievements. Outside, the large playing field and both playgrounds are well maintained, but there is no separately enclosed outdoor play area for the under fives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47 In order to continue to improve the quality of education at the school, the governors, Head Teacher and staff should:

Raise attainment by the end of Key Stage 1 by:

- improving the quality of teaching in Year 2;
- using assessment to clearly identify what pupils know;
- using these assessments to inform planning;
- clearly identifying in planning exactly what pupils should know, understand or be able to do by the end of the lesson;
- basing planning from schemes of work that build upon pupils' learning in a progressive way. (Paragraphs 17, 18, 19, 20, 22, 23, 25 and 33)

Improve provision for those children who are not yet five by:

- improving the quality of teaching in the reception class;
- providing a more relevant curriculum;
- providing the necessary resources to deliver this curriculum. (Paragraphs 16, 49, 50, 51, 52, 54 and 55)

Raise attainment in information technology by:

- clearly identifying what skills pupils should have learnt by the end of each year group;
- improving teachers' confidence and expertise in using information technology;
- using information communications technology more effectively to promote pupils' learning in other subject areas;
- monitoring the provision made for information technology more effectively. (Paragraphs 96 97 98 and 99)

Improve the school's curriculum by:

- reviewing the school's curriculum in preparation for the implementation of the new National Curriculum 2000;
- providing a more systematic development of pupils' knowledge, understanding and skills;
- identifying precisely what teachers expect pupils of different abilities to learn by the end of the lesson or a series of lessons;
- identifying opportunities to assess whether pupils have learnt what they were expected to;

- making use of the results of assessments to help plan the next stage of pupils' learning;
 - developing the role of the co-ordinator in monitoring the provision in their subject area by analysing pupils' work and test results and monitoring and evaluating the quality of teaching;
 - improving resources in art, mathematics, physical education, geography and design and technology.
- (Paragraphs 17, 18, 19, 22, 23, 25, 33, 41 and 45)

In addition, when drawing up their action plan governors should take these other issues into consideration:

- improve the school development plan. (Paragraph 40)
- improve the cleanliness of the school. (Paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	33	39	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils eligible for free school meals	6

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	11	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	16
	Girls	11	11	10
	Total	27	25	26
Percentage of pupils at NC level 2 or above	School	84% (75%)	78% (75%)	81% (60%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	11	11	11
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	88% (88%)	84% (88%)	88% (88%)
	National	82% (81%)	86% (85%)	87% (86%)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	15	17
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	88% (82%)	85% (81%)	94% (82%)
	National	70% (65%)	69% (58%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	15	17
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	88% (85%)	85% (84%)	94% (91%)
	National	68% (65%)	69% (65%)	75% (71%)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	26.1
Average class size	30.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	56

Financial information

Financial year	1999-2000
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	£
Total income	318,319
Total expenditure	334,378
Expenditure per pupil	1,555
Balance brought forward from previous year	52,043
Balance carried forward to next year	35,984

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	1	0
My child is making good progress in school.	42	49	3	1	4
Behaviour in the school is good.	43	54	2	0	1
My child gets the right amount of work to do at home.	30	45	22	2	1
The teaching is good.	45	45	6	1	2
I am kept well informed about how my child is getting on.	23	46	18	12	1
I would feel comfortable about approaching the school with questions or a problem.	50	37	7	5	1
The school expects my child to work hard and achieve his or her best.	51	41	6	1	1
The school works closely with parents.	19	52	20	8	1
The school is well led and managed.	33	54	3	4	6
The school is helping my child become mature and responsible.	41	52	3	0	3
The school provides an interesting range of activities outside lessons.	26	40	25	8	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48 At the time of the inspection, very few children were still under five. When children enter the reception class, there is a mixture of abilities but for the majority of children their attainment is above what is typical for four year olds. In particular the children have good speaking and listening skills and are very keen and eager to be involved in lessons. Most children have attended a nursery or play-group before starting school and their personal and social skills are also well developed. Children do not make sufficient progress in reception and, by the age of five, most pupils are only at the level expected for this age, in most of the areas of learning.

49 Children in reception have good personal and social skills. They work and play together well, for example when playing at being pilots and air stewardesses in the role-play area. Children are confident and develop relationships with their classmates and adults working in the class. They take turns and share, and respect each other's views. This was seen during the mental session of a mathematics lesson when they sat patiently while a child drew an activity on the "time wheel". During activity sessions children selected their activities independently although there were insufficient opportunities for them to select their own resources. They are interested and keen to learn but this is underdeveloped by the activities given to them not being sufficiently challenging.

50 Most children have sound language and literacy skills. They listen carefully to their teacher and other adults working in the reception class and follow instructions well. For example, they listened carefully to the teacher reading the story of "The Train Ride" then took turns talking about the story. They confidently suggested what they thought may be happening in the story, for example, "They might be going out for tea". Children enjoy using books and many recognise familiar words such as "what", "the" and "journey". Most identify the letters of the alphabet and know the sounds of them. They use this knowledge to sound out unknown words but also use picture clues to try and identify unknown words. Most children are beginning to write independently, spelling simple words correctly and many children write simple sentences for themselves with the correct use of capital letters and full stops. However, insufficient opportunities are given for the children to write independently in other areas of the curriculum, as there is an over-reliance on photocopied work sheets.

51 Children have sound mathematical skills. They are familiar with number rhymes and counting games. Most children count to 10 confidently and recognise and use the numbers from 1 to 10. They understand addition and subtraction in its simplest forms. For example, they know that addition is combining groups of numbers and that subtraction is taking numbers away. Most children correctly work out simple sums such as $2 + 3 = 5$ or $4 - 1 = 3$. This is at a level appropriate for their age but it is unchallenging and many are capable of working at a higher level or at a faster rate.

52 Children have a good knowledge and understanding of the world. They know about the life cycles of animals, and classify objects into living and non-living. Many are articulate and have a good general knowledge. They talk about where they live, their families and events in their own lives. They have an awareness of different forms of transport and many have travelled to different countries around the world. Some children even recognise countries of the world they have visited on a world map. However, most children have this knowledge and understanding when they start school and there is insufficient development in the reception class. Children have the opportunity to use simple computer programs, but, these are often at a level below what they are capable of doing.

53 Children make steady progress in developing their creative skills through playing together and

working on art and construction activities. They use a range of different materials and equipment in art. For example, they used salt dough to produce lively models of farm animals, and felt to create animated pictures of chickens. Colour is used effectively when painting and drawing and most of their drawings are a good representation as the children have good pencil or brush control. Children know many rhymes and songs by heart, and enjoy singing. They build models although the range of construction kits available is limited. They use their imaginations well and share their thoughts and ideas with each other when playing “in role”.

54 Children make steady progress in developing their physical skills during physical education lessons. For example, children develop throwing and catching skills using small balls. They show an awareness and use of space when moving around the hall and know that they “get hot and sweaty” when they run about. However, children have restricted access to outdoor play and the use of mobile toys. There is no climbing equipment and the amount of mobile toys is inadequate. However, as children enter the school with above average attainment this does not greatly effect their development in this area.

55 The quality of education provided for the under fives is unsatisfactory. This is a decline since the last inspection. The class teacher and nursery nurse work well as a team and know exactly what each other is doing. The quality of teaching in the reception class is usually satisfactory, although some unsatisfactory lessons were seen. This is because the school has not sufficiently identified the curriculum that children in the reception class should be following. As a result, some aspects of the National Curriculum are taught and other lessons are based around the areas of learning that children should experience. This has resulted in a confusing mixture of the two. In addition, there is no clear identification of exactly what children should know, understand or be able to do by the end of the year. This has resulted in planning being unable to identify specifically what the children should know by the end of the lesson or a series of lessons. As a result, the school cannot guarantee that children experience a curriculum that builds upon their previous learning or that is well matched to their needs. Assessment is not used effectively to ascertain children’s abilities. Consequently, the work set is suitable for the children’s age but is often inappropriate and unchallenging for their abilities. This has resulted in children in the reception class making insufficient progress. Resources to support the teaching of the under fives are inadequate. There is an absence of large soft play equipment or outdoor climbing equipment. The accommodation for the reception class has improved since the last inspection and is now adequate but most of the resources are old and worn and in need of replacement.

ENGLISH

56 By the end of Key Stage 2, pupils’ attainment in English matches the levels expected for their age. However, attainment by the end of Key Stage 1 is below expected levels. This is a decline since the last inspection where standards were above what would be expected for the pupils’ ages and is, partially, a result of the school not sufficiently addressing the previous key issues. Speaking and listening is a strength of this subject and by the end of both key stages it is above the levels expected for pupils’ ages. In the national tests for 11 year olds in 1999, pupils’ results were above average when compared to all schools but only close to the average when compared to schools with a similar number of pupils eligible for free school meals. This is because the school does not have as many pupils achieving the higher levels in the tests as might be expected by pupils’ ability when they start the school. The school’s results have shown little improvement between 1996 and 1998 with a sharp rise in 1999. This was a result of the school preparing the pupils more thoroughly for the national tests in that year.

57 Pupils with special educational needs make satisfactory progress. They are supported well in withdrawal sessions, and in most classes these pupils either have the support of the class teacher, non-teaching assistants or other volunteer adults. Pupils for whom English is an additional language are

fully integrated because they speak, and understand, English very well. The school makes full use of the Additional Literacy Strategy for selected pupils in Years 3 and 4, which helps their progress.

58 Pupils enter the school with above average levels of speaking and listening, and all pupils make steady progress. As a result, by the end of Years 2 and 6, pupils' attainment is above what is expected for their age. Pupils listen well in a wide range of contexts. For example, in the Literacy Hour pupils listen well to each other's contributions, and in discussions they value what others have to say. In assemblies, pupils of all ages listen attentively. They confidently share their personal feelings, and express their understanding. For example, some pupils were able to explain clearly the consequences of not obeying the school rules. They know when to use standard English, which was seen when they talked to visitors about their work. In Year 5, pupils use their understanding of language very well when reciting poetry in their own dialect. In a drama lesson seen, these pupils were also aware of how to adapt their speech to match the roles they were given from the poem "The Highway Man". Pupils also show a good understanding of vocabulary. For example, in Year 2, one pupil explained the meaning of 'camouflage' as "when the colour changes so the predator cannot see...".

59 Pupils make unsatisfactory progress in reading in Key Stage 1. As a result, by the end of Year 2, pupils' attainment is below what is expected for their age. In Year 1, pupils are beginning to recognise letter sounds but don't use them confidently to sound out unknown words. One pupil struggled to read the word "Ugh!" and could not suggest the letter sounds, nor could this pupil use picture clues. Another pupil struggled to sound out the word "banana" and could not suggest any other ways of finding out what the word might be. Pupils understand the difference between fiction and non-fiction books and know the purpose of contents and index pages. By the end of Year 2, although higher attaining pupils read fluently, their reading seldom pays attention to punctuation, nor do they self-correct errors. In discussion, one pupil reading poetry was unable to explain, or recognise, that it was different to a story. The majority of pupils read hesitantly, and do not regularly use their knowledge of letter sounds to build up words. When inspectors heard pupils reading, many pupils were using books that they had already read. Pupils make steady progress in reading throughout Key Stage 2 but good progress is made in Year 5. As a result, by the end of Year 6, pupils' attainment broadly matches the levels expected for their age. Pupils capable of higher attainment are mature and confident readers. However, pupils are given insufficient guidance about what they should read and, as a result, some pupils consistently read books that provide little challenge and make slow progress. Some pupils read carelessly and do not correct even simple errors. For example, reading 'pulled' for 'puffed', and less confident readers often miss out new words altogether rather than attempting to word build. Pupils make better progress in Year 5 because there is greater challenge. For example, pupils had to refer to the text when explaining their preferences and when recognising metaphor, such as "the hours crawled by". Pupils in Year 5 are also encouraged to give full explanations as to their opinions. For example, one pupil explained, "The poem builds up tension by the different length of some lines, and it keeps our interest because it is spooky". Pupils have a sound understanding as to how the library works. They find specific non-fiction books using the school's library cataloguing system and use index pages to find information.

60 Pupils make unsatisfactory progress in writing in Key Stage 1. By the end of Year 2, pupils write a sequence of sentences, but many use capital letters inaccurately. For example, in names ('victoriA') or at the start of some words within sentences. Pupils find it difficult to change their style of writing for a particular purpose or audience. For example, a science experiment is often written in the same way as a report about what they did at the weekend. Pupils rely heavily on the teacher giving them a particular style to copy or completing a worksheet. This restricts pupils developing the skills of writing independently and attaining the higher levels in the national tests. Pupils make steady progress in Key Stage 2. In Year 3, pupils' writing is dominated by comprehension, grammar and spelling exercises. However, they are beginning to use a wider range of punctuation, and their handwriting is

joined. Pupils make better progress in Years 4 and 5. They choose words for effect. For example, writing phrases such as, 'the light was blinding her'. A few pupils still use capital letters incorrectly, and some letters are poorly positioned, such as 'g' and 'p'. Progress is good in Year 5. Pupils write stories, accounts, instructions, biographies and poetry. They plan their writing well, with ideas beginning to be developed in paragraphs. Pupils choose vocabulary carefully, and for effect. For example, "...frozen rain drops dangling on pieces of a white widow's web", and "a sneering, high pitched voice". Grammar and punctuation is usually accurate, and some pupils use speech marks correctly. Only a few pupils still spell some common words incorrectly, such as 'didernt' and 'hellp'. By the end of Year 6, pupils' writing is well organised, and most pupils consistently spell accurately. They alter their style of writing according to whom they are writing for. For example, pupils write stories for pupils in Key Stage 1 and use words that are matched well to the reader. However, there is an over reliance on the use of textbooks, and worksheets. As a result, some pupils still do not use capital letters correctly, e.g. 'david', and sentences are often overlong, with insufficient care taken to use punctuation accurately. Handwriting is developed well throughout the key stage. As a result, by the end of Year 6, pupils' writing is usually fluent, joined and legible.

61 The teaching of English is good and some very good teaching was seen. Only one unsatisfactory lesson was seen, where the match of task to the abilities of pupils was so inappropriate, that some pupils could not read what they were expected to do. Consequently, these pupils made very little progress in the lesson. Very good teaching was seen when the teacher had clear learning objectives for the lesson. This enabled the lesson to move at a brisk pace, and for the teaching to provide effective challenge for all pupils. The result of this was that pupils were stimulated and motivated, keen to complete tasks and made good progress. In lessons teachers know how much pupils have learned or understood through effective questioning techniques. However, there is insufficient use made of assessment to determine pupils' capabilities and, therefore, work is not well matched to pupils' abilities, especially those who are capable of higher attainment. Teachers take account of the Literacy Framework when planning their lessons. However, some teachers are not yet confident with all parts of the Literacy Hour. As a result, planning is not effective for group tasks; activities do not built on pupils' previous learning, and too long is spent on whole class sessions. This results in pupils not making the progress of which they are capable because they do not have time to finish their writing tasks, and are unsure about what they are expected to do. Pupils are enthusiastic in English lessons. They listen carefully, and are very eager to take part in discussions. They concentrate well on writing tasks.

62 The English curriculum meets National Curriculum requirements and the school has introduced the Literacy Strategy. However, there has been no monitoring of the introduction of the strategy and, consequently, the school has not identified what is being done well and what is in need of improvement. As a result, there are areas for development in most classes. Annual reading tests are undertaken but not analysed and reading records are only lists of books read. As a result, pupils are not being taught a sufficient range of strategies to enable them to become confident, independent readers. There is no analysis of national tests to identify areas for development, and assessment is not used to track individual pupils' progress. Marking is seldom effective in informing pupils about their work or setting targets for improvement. This has resulted in pupils not being given work that is well matched to their ability or that is sufficiently challenging. Most classrooms do not have attractive reading areas, and there is a lack of emphasis throughout the school on planned reading for pleasure. Drama is not taught consistently throughout the school, although a very effective lesson was seen in Year 5. However, the very recently appointed head teacher has identified these weaknesses, and is herself taking responsibility for the development of English throughout the school, next term. There is a capacity for improvement in the subject, and a commitment to raising standards.

63 Teaching in other subjects does not support the development of literacy skills well. Writing in the style appropriate for a particular subject is not well developed. For example, writing up

experiments in science or writing as a character in history. There was very little evidence of pupils' own writing in displays in classrooms and around the school. Information technology is not used well to support literacy. However, teachers do promote pupils' skills in speaking and listening well across the curriculum. In lessons, particularly science, mathematics and history, pupils respond well to teachers' questions, and they use language specific to the subject when explaining their understanding.

64 English resources are adequate. The school has recently spent a lot of money on a range of books to support the Literacy Framework. The reading scheme has been developed at Key Stage 1, but there are still too many outdated and worn books. The library is attractive, and well organised. This is an improvement since the last inspection. Year 6 pupils have responsibility as library monitors, and they take their roles seriously. They organise the loan, and return, of library books very well during lunchtimes. English makes a positive contribution to pupils' moral, social and cultural development. Teachers take opportunities to discuss moral issues when they arise in stories. Sessions, at the end of the Literacy Hour, are used well to provide good opportunities for pupils to value the work of classmates. Pupils learn about the work of famous writers and poets. For example, in Year 5, pupils enjoyed rehearsing poetry in their own dialect.

MATHEMATICS

65 By the end of Key Stage 2, pupils' attainment in mathematics matches the levels expected for their age. However, attainment by the end of Key Stage 1 is below expected levels. This is a decline since the last inspection where standards were above what would be expected for pupils' ages and is, partially, a result of the school not sufficiently addressing the previous key issues. In the national tests for 11 year olds in 1999, pupils' results were above average when compared to all schools but only close to the average when compared to schools with a similar number of pupils eligible for free school meals. This is because the school does not have as many pupils achieving the higher levels in the tests as might be expected by pupils' ability when they start the school. The school's results have shown little improvement between 1996 and 1999.

66 In Key Stage 1, pupils make insufficient progress in their knowledge of number. By the end of Year 2, pupils confidently use the four basic rules of number, adding, subtracting, multiplying and dividing. However, the work set is at a level too low for many pupils and there is a lack of challenge or advancement of skills they already have. They add simple numbers to 20 with ease, for example, $2 + 5 + 8 = 15$ and subtract 1 digit numbers from 2 digit numbers, for example, $22 - 5 = 17$. They are learning their times tables and use the information to solve simple sums. However, most pupils complete this work quickly and confidently because they find it relatively easy. This was seen in a lesson on doubling and halving, where many pupils found the activity relatively simple and developed it themselves to make it more challenging. For example, when starting with the number 40 and having to half it as much as they could, on reaching $1\frac{1}{4}$, discussion revolved around whether halving it would result in a smaller fraction or a negative number. This knowledge is above what would be expected for pupils of their age but it is not being fully developed. Pupils make better progress in Key Stage 2. Good progress is made in Years 5 and 6, so that by the end of Year 6, pupils have a firm understanding of number work and calculate well both mentally and on paper. The majority of pupils are working competently at levels that would be expected for their ages and have a firm understanding of addition and subtraction using large numbers, fractions, percentages and decimals.

67 Limited progress is made throughout the school in the more practical aspects of mathematics. By the end of Year 2, pupils measure accurately using centimetres, recognise most flat shapes by counting the number of sides they have and know the properties of three dimensional shapes. However, this is only what is expected for this age and below what these pupils are capable of. Many pupils have much of this knowledge when they start in reception and have failed to make significant progress. Pupils do not handle a range of data, other than the more simple forms of block graphs and there was

no evidence to suggest that pupils conduct their own surveys, decide the data to be collected or how it should be recorded. By the end of Year 6, pupils have developed their measurement skills but are still unfamiliar with some techniques that they should be confident with. For example, in a Year 6 lesson, pupils found it difficult to accurately read the dials on the scales they were using to weigh a variety of objects. In addition, many were unsure how to record the weights with some thinking that 0.1Kg was actually 1Kg or that 0.3g was the same as 0.3Kg. As in Key Stage 1, pupils do not confidently use tables, graphs or charts to find and interpret data present in a variety of ways.

68 Throughout the school pupils do not make sufficient progress in using and applying mathematics. By the end of Year 2, pupils confidently complete worksheets and usually arrive at the correct answers for sums when given very clear explanations or directions on how to complete the work. However, there was little evidence to show that pupils can use their knowledge of number to solve word problems. When given a problem that requires more than one method of calculation pupils rely very heavily on the teacher for direction. For example, pupils confidently solve problems such as, "How much change would I get from 20p if I buy sweets that cost 15p?" but have difficulty with problems such as "I have 20p pocket money. If I buy chocolate for 10p, a comic for 5p and a lolly for 2p, how much have I got left?". By the end of Year 6, pupils solve more difficult problems but do not have the confidence to decide which strategies to use and rely heavily on teacher guidance. For example, when working on converting kilograms and grams to pounds and ounces, pupils were given the necessary information about how many pounds equalled a kilogram. Most were unable to decide the methods necessary for working out the sums. When the method was explained by the teacher most pupils could competently work out the calculation. Throughout the school, pupils do not have sufficient opportunities to develop this aspect of mathematics fully.

69 The quality of teaching is satisfactory. Pupils make the most progress in Years 5 and 6, and good and very good teaching was seen in these year groups. In these lessons the teachers showed good subject knowledge through their range of questions and the activities provided for the pupils. The activities in these lessons were practical and pupils therefore could experience, first-hand, weighing a variety of objects and measuring of time. Pupils were highly motivated and involved in these activities. They were very enthusiastic and keen to learn, therefore they gave the activities their full attention and good progress was made. One unsatisfactory lesson was seen. This was as a result of the planning for this lesson not specifically identifying exactly what pupils should know by the end of the lesson, but also some activities and resources used not being appropriate. For example, using bathroom scales to weigh lunch boxes. As a result, pupils' time was not well used and very little learning actually happened. All teachers have clear expectations of pupils' behaviour and concentration and pupils respond well to these. Most classes are well organised with all resources prepared and accessible. This enables time to be used effectively and pupils do not waste time looking for equipment but apply themselves to their activities. However, not all teachers are confident with the Numeracy Strategy yet. All lessons start with a brief mental session and, in the main, this is done well. For example in Year 1, the teacher introduced time with a very quick, practical activity on recognising $\frac{1}{2}$ past the hour. However, the range of mathematical experiences advocated in the Numeracy Strategy is not yet being taught throughout the school, for example, using and applying mathematics to real life situations. Although teachers refer to the National Numeracy Strategy when planning their lessons, their lesson plans do not clearly identify what pupils should know, understand or be able to do by the end of the lesson. Also, the work planned is not based on prior assessment of pupils. This results in work being set that is often too easy or unchallenging for many pupils. Work provided is virtually identical for all pupils, which does not allow for the differing abilities within each class. Pupils are enthusiastic about mathematics and keen to learn. They concentrate well on their activities and these are usually completed quickly and correctly. However, because many of the activities are not correctly matched to the pupils' abilities and are predominantly completing worksheets, despite the pupils working hard they are not making the progress they should. The use of mathematics in other subjects is not planned for and therefore not used effectively. There was little evidence to show that mathematics was used

sufficiently to support work in science or geography, and information technology is not used enough in this subject.

70 The subject co-ordinator is keen to improve the quality of teaching in mathematics. Some monitoring of the quality of teaching has been done but this has not yet been effectively used in highlighting areas for development or training. The co-ordinator and newly appointed head teacher have worked well together to identify areas for development and have correctly identified using assessment more effectively to match work to pupils' abilities. There is capacity for improvement in this area, and a commitment to raising standards. However, resources are inadequate to deliver the more practical areas of this subject.

SCIENCE

71 By the end of Key Stage 2, pupils' attainment in science matches the levels expected for their age. However, attainment by the end of Key Stage 1 is below expected levels. This is a decline since the last inspection where standards were above what would be expected for the pupils' ages and is, partially, a result of the school not sufficiently addressing the previous key issues. In the national tests for 11 year olds in 1999, pupils' results were well above average when compared to all schools but only close to the average when compared to schools with a similar number of pupils eligible for free school meals. This is because the school does not have as many pupils achieving the higher levels in the tests as might be expected by pupils' ability when they start the school. The school's results dropped sharply between 1996 and 1998 to rise again in 1999. This was a result of the school preparing the pupils more thoroughly for the national tests in 1999.

72 Pupils make steady progress in Year 1. They learn about the conditions needed to make seeds grow, and those pupils capable of higher attainment know that the sun is a source of energy. Their use of scientific vocabulary is good, and they use terms such as stem, petals, leaves and roots in a confident way. Many know about the life cycles of insects, and describe the various stages in the life of a butterfly. In Year 2, pupils make unsatisfactory progress, because much of their work is unchallenging. In one lesson seen, pupils experimented with different shapes of plasticine to test floating and sinking. Most pupils understood the concept previously, and the task failed to improve their learning and knowledge, or extend scientific vocabulary.

73 Throughout Key Stage 2, pupils make steady progress in developing their knowledge and understanding of science but good progress is made in Year 5. In Year 3, pupils understand the idea of a fair test, and use this knowledge when investigating gravity. Year 4 pupils produce neat, well constructed diagrams, charts and tables to record the life cycles of plants, and to plan complex electrical circuits. They have good scientific vocabulary, and correctly use words such as "omnivore", "carnivore" and "herbivore". Work is more challenging in Year 5 and pupils make good progress. They correctly and confidently classify mini-beasts as "arachnids", "annelids", and "molluscs", and identify micro-habits associated with these creatures. This is at a higher level than would be expected for their ages. In Year 6, pupils make steady progress. They know how to separate solutions using filters and evaporation. By the end of the key stage, pupils have acquired knowledge of an appropriate range of topics. They understand chemical reactions, forces, life cycles, food chains and the properties of materials. Pupils' progress and learning in developing skills of scientific enquiry are not as good as in other aspects of the subject. This is due to an emphasis on teacher directed lessons that do not take into account differing abilities of pupils. Teachers do not provide sufficient opportunities for pupils to work independently to solve problems for themselves. The school is well placed, however, to tackle this problem and ensure pupils, more fully, develop the skill of scientific enquiry.

74 Literacy and numeracy skills are used to discuss, record and measure scientific findings in their work. However, these are not directly planned for and pupils are reliant on the teacher to be able

to produce written work in the correct scientific format. Speaking and listening skills are developed well in most lessons but the use of information technology to collect and present information is currently underused.

75 Most teachers have at least a satisfactory knowledge of science and, in the lessons seen, teaching was never less than satisfactory and often good. Teachers organise and prepare their classrooms well. This enables pupils to use time well and therefore concentrate on their activities. Teachers use questioning well to find out what pupils know and have understood from previous lessons. For example, in a Year 1 lesson on plants, the focused use of questioning consolidated pupils' understanding of the conditions needed for germination. Pupils readily join in lessons and respond quickly and confidently to teachers' questions. Teachers use their knowledge of science well to make lessons interesting and enjoyable. As a result, pupils are interested, keen and enthusiastic and to try to complete tasks correctly and produce their best work. Resources are satisfactory, and are well used by teachers. Many teachers are resourceful and often supplement the school's resources through their own efforts. For example, in a Year 4 lesson, the teacher enlivened work on animal classification by the effective use of the skulls of a fox and a red deer. Teachers understand the need for practical activities that give pupils the opportunity to apply their knowledge in experiments. During these sessions pupils co-operate well together and show respect for each other's views. In one example, Year 6 pupils discussed how to separate iron filings, sand and salt in a mature, sensible way, giving each member of the group time to express their views. However, insufficient opportunities are given for pupils to devise experiments independently and they are too teacher directed. This restricts pupils' development of the skills needed to achieve the higher levels in this subject. Teachers' planning for science is inconsistent and does not always clearly identify learning outcomes, or assessment opportunities. Lessons planned do not take sufficient account of assessment of pupils' abilities. As a result, work is not always well matched to pupils' needs, especially those pupils capable of higher attainment. This was identified in the previous report. In addition, there is inconsistent use made of the programme of work from which lessons are based. As a result, the school cannot be sure that lessons planned build upon pupils learning in a systematic way. This restricts the amount of progress pupils make. Pupils are given very few opportunities to use information technology to enrich their science work. This is particularly obvious in Key Stage 2, where pupils rarely use graphs and data handling programs to support their work.

76 The newly appointed head teacher has recognised these weaknesses, and has a clear, structured plan to improve planning, assessment and attainment. She has also identified the limited role of the co-ordinator, and is taking effective steps to improve the management of the subject throughout the school. There is capacity for improvement in this area, and a commitment to raising standards.

ART

77 Few lessons were seen during the week of the inspection. However, examination of pupils' work and discussions with teachers and pupils enable judgements to be made.

78 Throughout the school pupils make steady progress in developing their skills, knowledge and understanding of art. As a result, by the end of Years 2 and 6, the standard of work seen is similar to that of other schools. During the last inspection, standards in art in Key Stage 2 were above expectations. However, since then the introduction of the Literacy and Numeracy Strategies has reduced the amount of time spent on art and this has had an impact on the standards achieved.

79 Pupils develop skills in a sound range of areas with a variety of media. For example, pupils in Year 1, create symmetrical patterns by cutting and folding papers and by splashing paint onto paper. In Year 2, pupils study the works of landscape artists such as Hokusai and Monet. They use a range of media such as paint, tissue paper and pastilles to create work in their style. Pupils are encouraged to

use their imaginations and produce work that is not just a copy of the original example. Year 3 pupils use observational skills to produce still life drawings while in Year 4 pupils accurately produce the second half of a picture matching colour and shade appropriately. In Year 5, pupils use their artistic skills to illustrate work in other areas of the curriculum, such as their display of work on Africa and the rainforests. They also study the work of Picasso and produce some very good examples of work in his style. In Year 6, pupils use colour well to produce still life drawings of baskets of fruit. They make accurate observations of natural objects such as bark and twigs trying hard to reproduce exactly what they see.

80 The quality of teaching is satisfactory. Most teachers have a sound knowledge of art. Teachers encourage pupils to use their imagination but also to be accurate and careful in what they produce. Pupils enjoy art and are enthusiastic in these lessons but use equipment thoughtfully and carefully. The art co-ordinator is very enthusiastic and has recently developed a clearer understanding as to how to develop the subject. Pupils' progress in this subject has been limited because teachers have not based their lessons on a programme of work that develops pupils' skills, knowledge and understanding in a systematic way. The school has identified this and is evaluating the recommended national scheme of work with the intention of introducing this soon. Art is used to support work in other areas of the curriculum, however, little use is made of information technology to enhance the art curriculum.

DESIGN AND TECHNOLOGY

81 No lessons were seen during the week of the inspection. However, examination of pupils' work, planning and discussion enable some judgements to be made.

82 Pupils make unsatisfactory progress in both key stages. This is a decline since the last inspection.

83 In Key Stage 1, pupils make satisfactory progress with cutting and making skills. For example, with the help of adults, Year 1 pupils construct models of mini-beasts from junk materials. However, pupils are not given experiences of the full range of the curriculum in design and technology. Tasks do not include the design processes of planning, modification and evaluation. Consequently pupils' skills in these areas are not sufficiently developed.

84 In Key Stage 2, pupils continue to make satisfactory progress in cutting and making. For example, in Year 3, pupils make accurate reconstruction's of Whalley Abbey from card. Pupils in Year 3 and 4 have opportunities to design and make vehicles, printing blocks and recipes. In these isolated examples they design, make and evaluate products, although their use of measurement is limited. These experiences are not fully built on in the later part of the key stage, and this results in unsatisfactory attainment by the age of 11.

85 The school has not identified the skills and activities pupils should be experiencing in each year group. There is currently no programme of work for design and technology that builds upon pupils' learning in a systematic way. In addition, the co-ordinator does not have a clear view of the subject throughout the school. The lack of any coherent planning for design and technology has a significant impact, and prevents pupils from making appropriate progress. There is inconsistent coverage of the National Curriculum programme of study, and this too, deprives pupils of the opportunity to develop their designing, modifying and evaluating skills. In addition, resources for design and technology are poor, old, and insufficient to teach the subject.

GEOGRAPHY

86 Pupils in both key stages make slow progress in geography. By the end of Year 6, the standard of work seen is below that of other schools. This is a decline since the last inspection when attainment was in line with what is expected for their ages.

87 Pupils in Year 1 make simple plans of their journey to school and by the end of Year 2, they use appropriate geographical terms to describe a contrasting environment. For example, they use a simple colour key to identify cliffs, hills, beach, river and the sea. Pupils use two-figure co-ordinates to find 'treasure' on a Treasure Island map. They know where they live, and their address. While this is in line with what is expected for pupils of this age, it is below what these pupils are capable of as many pupils had this knowledge in the reception class. In Key Stage 2, pupils recognise the county and country in which they live. They name the capital cities of the United Kingdom. Pupils in Year 3 have learned facts about Chembakolli, in India, and have some awareness of the lifestyle of people living there. In Year 4, pupils practice using grid references to locate places and symbols on maps. They have visited the North-West Water Authority and have investigated the water supply in their area. Pupils have then used their skills in numeracy well to calculate and make graphs of the amount of domestic water they, and their families, use in a day. In Year 5, pupils have researched facts about the rainforests. They interpret the weather symbols used by the media for weather forecasting. By the end of Year 6, pupils' standard of work is below the expectations for their age. They work progressively through textbook exercises and complete a number of worksheets for homework. However, this work does not develop pupils' geographical skills. Pupils have completed worksheets of time zones in a variety of countries and have answered questions about latitude and longitude, using world maps. They have compared weather conditions in London and Seathwaite. Pupils have very good general knowledge, which they bring to their lessons. For example, in a Year 6 lesson pupils were able to answer questions about the surface of the earth. They explained their understanding of the earth's crust being made of 'plates' at the start of the lesson. However, in teacher's planning this understanding was identified as the objective for the lesson. Pupils also knew about some volcanic eruptions around the world, including Vesuvius.

88 The quality of teaching in the lessons seen was satisfactory. One good lesson was seen where the teacher had identified assessment opportunities and planned support for lower attaining pupils. Lessons plans do not always identify specifically what pupils should know, understand or be able to do by the end of the lesson. Teachers promote pupils' skills in speaking and listening well by using questions effectively. This ensures pupils make steady progress, in lessons, in their geographical knowledge. Teachers' knowledge of the lesson content to be taught is good, although this knowledge is not always clearly related to the National Curriculum programmes of study for geography. In one lesson, a video extract was used very well to support learning. However, scrutiny of pupils' work indicates that teachers seldom match tasks to pupils' previous gains in learning. There is an over-reliance on the use of worksheets and textbooks. This results in some pupils making slow progress because they seldom finish their work. Pupils capable of higher attainment are not sufficiently well challenged, particularly when engaged in colouring in activities. Pupils behave very well in lessons. They are interested, and ask relevant questions. They work hard on writing tasks.

89 There is no monitoring of the implementation of the geography curriculum and areas of weakness have not been identified. As a result the school is unable to ensure that all the aspects of the National Curriculum are being met. The very recently appointed head teacher has recognised this shortcoming, and the school intends to implement the recommended national scheme of work for geography next term. There is a sound capacity and commitment to improvement. There is little use of information technology to support geography. Displays in classrooms seldom celebrate pupils' own work. Resources are inadequate. There are insufficient globes, and very few instruments for field study work. Geography makes a sound contribution to pupils' cultural development. Some pupils have

considered the differences in lifestyle between people living in Chembakolli and themselves, and others go on visits in the local area.

HISTORY

90 Few lessons were seen during the week of the inspection. However examination of pupils' work, displays and discussions with teachers enable some judgements to be made. By the end of Year 6, the standard of work seen is similar to that of other schools. The last inspection reported that standards in history were satisfactory. Whilst this remains the position in Key Stage 2, there has been a decline in Key Stage 1, where standards are now unsatisfactory.

91 Pupils make steady progress in Year 1, and learn how to identify differences between past and present. For example they know that children in the distant past did not eat baked beans and crisps, but existed on a simple diet of bread and vegetables. Progress is unsatisfactory in Year 2 because pupils are given undemanding tasks. Much of their work is based on the use of photocopied sheets of famous people and artefacts. These are often of a simple nature and fail to develop pupils' skills and understanding.

92 Pupils make satisfactory progress in Key Stage 2. Year 3 pupils study the Romans, but an over-reliance on photocopies restricts the development of skills such as interpretation. However, the use of fieldwork, based on the medieval site in Whalley is a good feature, and allows pupils to understand the importance of physical evidence in history. Pupils in Year 5 make very good progress. They handle evidence in a mature way, and can draw conclusions from a range of historical photographs. In one example, pupils identified modesty in Victorian times by their observations of nineteenth century bathing cabins at a Lancashire resort. Through the use of dialect poetry, such as "T' knocker Up", pupils effectively learn about social conditions in the past. In Year 6, pupils make satisfactory progress in acquiring knowledge of Ancient Greeks and Aztecs, but are less secure in their use of evidence.

93 Few lessons were seen and the quality of teaching varied with a satisfactory, good and excellent lesson seen. Most teachers have good knowledge of history, but rely heavily on teaching knowledge rather than a mixture of skills and knowledge. In the excellent lesson seen, the use of a variety of archive photographs, posters and railway timetables enlivened history, and allowed the pupils to refine their investigative and observational skills. However, much history teaching is based on the use of commercial schemes, and fails to challenge pupils capable of higher attainment, or develop skills identified in the National Curriculum programme of study. Resources for history teaching are satisfactory, and there is a good range of text books. The history curriculum is enhanced by the school making good use of the locality and visits to local places of historical interest. This enriches pupils' learning, and celebrates their historical heritage.

94 The school has not identified the skills and activities pupils should be experiencing in each year group. There is currently no programme of work for history that builds upon pupils' learning in a systematic way. In addition, the co-ordinator does not have a clear view of the subject throughout the school. There is inconsistent coverage of the National Curriculum programme of study in history. This results in inconsistent planning for the subject, especially for the development of pupils' skills. The new head teacher has identified the inadequacies in the history curriculum, and plans to introduce the recommended national scheme of work next term. This area has a sound capacity and commitment to improvement.

INFORMATION TECHNOLOGY

95 By the end of Years 2 and 6, pupils' attainment is well below national expectations. This represents a decline in standards since the previous inspection when attainment was in line with what would be expected for their ages. During the inspection week, very few pupils were seen using computers to support their work, and no lessons in information technology were available to be observed. However, discussions with pupils and teachers enable judgements to be made.

96 Pupils make unsatisfactory progress in both key stages. Where pupils were observed using computers they were mainly using word processing packages. In Year 6, a pupil was seen writing a story on a program previously selected by the teacher. The pupil had limited knowledge of how to use the spell checker, and was unable to explain what the icons on the screen were used for. In Year 3, pupils could not explain how to create fields when using a database. The majority of pupils are very reliant on teachers to load, save and print their work. Pupils are aware of CD-Rom's, but again, these are usually loaded by adults. By the end of Year 6, few pupils have experience of databases, cut and paste techniques, scanners, and do not know how to combine text and illustrations. Their knowledge of how computers control models, measure and simulate physical events is very limited.

97 During the week of the inspection, no direct teaching of information technology was seen. Teachers were mainly involved in solving minor technical problems, or supporting pupils who had difficulties saving and printing work. Discussions with the subject co-ordinator indicated that most teachers lacked confidence and subject knowledge in information technology. The use of information technology has only recently been identified in teachers' planning, and as yet this has not improved what happens in classes. There is currently no assessment in this subject so teachers have little knowledge as to what pupils know, understand or are able to do.

98 Pupils have very positive attitudes towards information technology. Many have access to computers, and the Internet, at home, but their enthusiasm and interest is not sufficiently developed by the school.

99 Since the last inspection, the school has significantly improved the quality of its computers and has recently been linked to the Internet. However, the information technology curriculum is narrow and does not meet National Curriculum requirements. Pupils are not given sufficient opportunities to use computers for control, data handling or to simulate physical events. There is no programme of work so teachers do not know what pupils should be experiencing or what they should have learned by the end of the year. The range of available software is limited, and its use in the curriculum has not been fully identified. As a result, information technology is barely used to support other areas of the curriculum, for instance in history, design and technology and art. The subject has not been monitored; consequently weaknesses and areas for development have not been identified. This has resulted in inadequate provision and pupils are not achieving as well as they could be.

MUSIC

100 Few music lessons were observed during the inspection. Discussions with teachers and pupils, scrutiny of teachers' planning and observations of the contribution of music in assemblies, and extra-curricular activities enable judgements to be made. As reported in the last inspection, pupils' performance in music, particularly in Key Stage 2, is a major strength of the school. Pupils make very good progress in instrumental composing, performing instrumental compositions and in singing. They make steady progress in using a range of methods to record and read their own work. However, listening to, and appraising, the music of famous composers is less well developed. By the end of Key Stage 2, pupils' attainment in instrumental performing and singing is well above the expectations for

their ages. By the end of both key stages, attainment matches the expectations for pupils' ages in listening and appraising music.

101 In Key Stage 1, pupils sing tunefully and with good diction in assemblies. They have an appropriate sense of rhythm when clapping or performing actions and know the names of some percussion instruments. They listen carefully to the sounds these instruments make, and play them to interpret the story of "The Tortoise and the Hare". Pupils also listen carefully to musical sounds to identify the loudest and softest and are aware of music being played faster or slower. In Year 3, pupils follow the teacher's musical directions accurately. They maintain independent, and group instrumental lines with awareness of other performers. This is better than would be expected for their ages. Pupils who receive tuition for musical instruments follow notation well. In Year 5, music is linked well to other subjects. For example, pupils composed music to reflect the mood of a poem they had been studying in the Literacy Hour. They discussed their musical ideas and suggested appropriate symbols to record their musical ideas. They then rehearsed and improved their performance to achieve a planned effect. This was recorded and pupils confidently evaluated the recording of their work and identified ways it could be improved.

102 The quality of teaching is very good. Teachers use their very good subject knowledge effectively in Key Stage 2. This ensures that pupils are given challenging but attainable tasks in lessons. As a result, pupils enjoy music lessons, and work collaboratively to ensure that their performance is of the highest possible standard. Teachers manage pupils very well, and have high expectations of pupils' behaviour and work. Pupils respond well to these high expectations, consequently behaviour is very good. They treat musical instruments with care. The music curriculum is planned using two recorded music broadcasts. Teachers who are music specialists work very well in Key Stage 2 preparing pupils for entry into a number of local music festivals. Pupils are well known throughout the local area for their very high standards in these festivals in singing and playing the recorder, brass and string instruments. They regularly win a number of awards. This is a credit to the school, and something of which they are justly proud. There are a variety of extra-curricular music activities, including the choir, several recorder groups and a strings group. Teachers voluntarily support these music activities, and they make a positive contribution to the school's strong musical reputation. Some pupils receive music tuition in brass and string instruments from visiting local education authority specialists.

103 The co-ordinator for music is very enthusiastic, and this enthusiasm is passed on to the pupils. However, there is no clear monitoring of the curriculum so areas for development and not always clearly identified. The co-ordinator is planning to implement aspects of the recommended national schemes of work into the curriculum in September. She has identified that teachers will need training, and intends supporting teachers by team teaching wherever possible. Resources are good, well organised, and the co-ordinator has an inventory. Music makes a positive contribution to pupils' social and cultural development. For example, in one lesson pupils were introduced to the country of origin of calypso music.

PHYSICAL EDUCATION

104 Throughout the school pupils make steady progress in developing their skills, knowledge and understanding of physical education. As a result, by the end of Years 2 and 6, the standard of attainment is similar to that of other schools. During the last inspection, standards were above expectations. However, since then the introduction of the Literacy and Numeracy Strategies has reduced the amount of time spent on physical education and this has had an impact on the standards achieved.

105 In Key Stage 1, pupils make steady progress. They develop games skills such as throwing

and catching balls while standing still and moving. They confidently dribble a ball in and out of cones, using their feet and with hockey sticks. Pupils take part in activities that include running, jumping and skipping. By the end of Year 2, pupils have developed a good understanding of how to play as a member of a team. They understand the effects of exercise on their bodies and the need for warm-up sessions.

106 In Key Stage 2, pupils continue to make steady progress, in most areas of physical education. In Year 3 pupils develop body awareness and control in very energetic and enjoyable dance lessons. They respond very well to music, moving in time to the rhythm. They enthusiastically mime movements to simulate getting ready to go out, washing their face or cleaning their teeth. Throughout the key stage pupils have developed the necessary skills to play many games, for example, football, netball and cricket. They have a positive attitude to sportsmanship and play games fairly according to the rules. Pupils in Year 6 are taught to swim at the local swimming baths and by the end of the year most pupils can swim at least 25 metres.

107 The quality of teaching is very variable. In the lessons seen the quality ranged from very good to unsatisfactory. Overall, the quality of teaching is satisfactory but enhanced by the use of good quality swimming coaches and visitors to the school such as an England netball player. Physical education activities are usually well organised and supervised. Good use is made of the resources available but these are inadequate to fully deliver all aspects of the physical education curriculum. For example, the agility mats are too heavy to be moved by small children and the large apparatus is old and heavy. Much of the equipment available is old and becoming very worn. As a result, pupils do not experience the full range of activities that they should. Most lessons include a balance of instruction, demonstration and performance. Consequently, pupils have positive attitudes to physical education. They respond with enthusiasm and pleasure in these lessons. However, in the unsatisfactory lesson seen the teacher did not identify specifically what pupils should be able to do by the end of the lesson. In addition, the organisation of equipment and the pupils was too time consuming so that pupils did not spend a sufficient amount of time experiencing physical activities. As a result, pupils became disinterested and behaviour deteriorated. In the very good lesson seen the teacher demonstrated very good subject knowledge through the development of dance techniques and was very enthusiastic and lively. Pupils responded extremely well to this and were fully engaged trying to do exactly what the teacher asked and improve their skills. The school has a sound programme of work that allows teachers to plan lessons that build upon previous skills. However, the subject has not been adequately monitored in the absence of the co-ordinator, but she has now identified areas for improvement. These include the provision for outdoor adventurous activities and the improvement of extra-curricular activities, as there is a narrow range available at the moment. The school has matches with other schools in football and netball matches will resume with the return to school of the co-ordinator. This contributes positively to pupils' social and moral development. The hall provides barely adequate indoor space because of a necessity to store equipment around the sides. A large field and hard surfaced area are used well to develop pupils' outdoor skills.