

## INSPECTION REPORT

**ST JOSEPH'S RC PRIMARY SCHOOL**

Leigh

LEA area: Wigan

Unique reference number: 106501

Headteacher: Mr S Harrison

Reporting inspector: Mrs C M Pittman  
18275

Dates of inspection: 15<sup>th</sup> – 19<sup>th</sup> January 2001

Inspection number: 192928

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Turner Street Leigh Lancashire
Postcode:	WN7 2DE
Telephone number:	(01942) 606395
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Angela Blenkinship
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	Mrs C Pittman	Registered inspector	Provision for children in the Foundation Stage Art Equal Opportunity	How high are standards? How well is the school led and managed?
19443	Ms N Walker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30076	Mr P Read	Team inspector	Special educational needs Science Design and technology Music	Pupils' attitudes, values and personal development
15011	Ms M Wallace	Team inspector	English History Physical education	How well are pupils taught?
20737	Mr P Evans	Team inspector	Mathematics Information and communication technology Geography	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's is a one and a half form entry Roman Catholic primary school situated in the town of Leigh in an education action zone. The school is larger in size than other primary schools. There are 310 pupils from 4 to 11 years in mixed year and ability classes. The attainment on entry is below average and has dropped slightly since the last inspection. Most children attend a nursery or playgroup prior to coming to the school. The catchment area is made up of primarily council owned property and families are from a mix of backgrounds. The population is white British. There are no pupils who speak English as an additional language. The percentage of pupils thought to be eligible for free school meals is broadly in line with the national average. The number of pupils with special educational needs (SEN) and the percentage of pupils with statements of special educational need have risen since the last inspection and are broadly in line with the national average.

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

This is an effective school whose aims and objectives are targeted on improvement and where good teaching is impacting positively on pupils' learning. The trend of the school's results over the last four years has been broadly in line with the national trend. The school provides satisfactory value for money.

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

- The teaching in just over half the lessons is good or very good, enabling most pupils to make sound progress overall.
- Pupils' attitudes to learning and their relationships with each other and the teachers are very good.
- Pupils' personal development is good
- There is good provision for pupils' moral development and very good social development, which creates a good school ethos.
- The school's procedures for promoting pupils' wellbeing, health and safety are good. This is a warm and vibrant school where the care of pupils is an important focus for all members of staff.

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

- Standards of attainment and the pace of learning in reading and mathematics at Key Stage 1, and English, mathematics, science, information technology (ICT), design and technology and geography at Key Stage 2.
- Monitoring and target-setting of individual pupil performance to raise standards, particularly for pupils with special educational needs (SEN) and higher attaining pupils at the end of both key stages.
- Monitoring and evaluating teaching, and using assessment more effectively to plan future work.
- Clarification of the roles and responsibilities of senior managers and subject co-ordinators.

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

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

The school has made satisfactory progress in addressing most of the key issues raised in the last inspection report, although the prolonged absences of key staff has reduced its overall efficiency and prevented the good improvement that it is capable of.

The school, through no fault of its own, has undergone a protracted period of long term staff absence which has impacted negatively on standards in some year groups. However, this has been compensated for in others and overall results over time are in line with the national trend. Since the last inspection, there has been an improvement in the quality of teaching throughout the school. The percentage of unsatisfactory teaching has been reduced significantly and the percentage of good and very good teaching has increased. The school has improved its curriculum provision, although co-ordinators are still not monitoring and evaluating all subjects to promote improvement and identify learning needs. Since the last inspection in 1997, the percentage of pupils achieving the expected level 4 at age 11 has steadily risen while the number of pupils with SEN has also risen. With the exception of mathematics, ICT and geography, which have deteriorated, standards in most subjects have been maintained. However, there is still insufficient challenge

for higher attaining pupils, particularly at Key Stage 2. Other areas which still require improvement are: to establish clear job descriptions and accountabilities for senior and middle managers to ensure consistently high standards, monitor teaching and target the learning of individual pupils, particularly those with SEN, to ensure consistent progress. Assessment needs to be further developed so that it can be more effectively used to inform curriculum planning. The school is well placed to make these improvements.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

There is wide variation in achievement between children in different year groups and significant variance in the comparison of year on year results against national averages. The school has analysed its results and produced good evidence to show that overall attainment can fluctuate considerably when factors such as long term staff absences and increased numbers of pupils with SEN are taken into account. Pupils start at the school with standards below and sometimes well below those expected of children of this age. Standards of speaking and listening are below average on entry. However, they make good progress and, although many are in line with the expected standard at age 5 years, most are still just below average. Standards attained in the national tests by the end of Key Stage 1 are in line with the national average for writing and below average for reading and mathematics. The progress pupils make by age 7 is better than that made in Key Stage 2 by age 11, when they are achieving standards in line with national averages in English, below average in mathematics and well below in science. When compared to similar schools, pupils' attainment is below average in English and well below in mathematics and science. The school's targets last year were not met and standards achieved in the core subjects have fallen.

In lessons seen at Key Stage 1, standards are in line with expectations in most subjects, with the exception of geography, where they are above, and mathematics, where they are below. Pupils are learning at a faster rate overall in geography and ICT, although progress in reading and mathematics is slow. In lessons seen, by the end of Key Stage 2 standards are in line with expectations in all subjects except mathematics, science, design and technology, geography and ICT, where they are below. The pace of learning is too slow in English, mathematics, science, design and technology, geography and ICT.

The overall progress made by pupils with SEN is unsatisfactory. Literacy skills are not sufficiently reinforced through other subjects. Pupils with SEN are sometimes withdrawn from numeracy lessons for literacy support. This means that they are not given equal access to the mathematics curriculum and they do not make satisfactory progress. Overall there is insufficient challenge for higher attaining pupils. There is little difference between the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn, act responsibly and are very eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good. Pupils have a mature respect for each other and for their teachers.
Personal development and relationships	Personal development is very good overall. Relationships throughout the school are very good.
Attendance	Attendance is satisfactory. Pupils are punctual and lessons start on time.

The good personal development and relationships of almost all pupils are strengths of the school. All pupils behave well in lessons and around the school. They are polite, well mannered and show respect for property. They behave particularly well in large groups, for example in assemblies. There is no evidence of bullying or disruptive behaviour. The school prides itself on operating as a caring family. Older pupils act as monitors and support younger ones. Pupils' attitudes to learning are very good. They show sustained interest and commitment to their work.

## TEACHING AND LEARNING

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

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

Teaching is good overall. Just over half the teaching throughout the school is good or better. The rest was satisfactory with a negligible amount of unsatisfactory lessons. There is a positive ethos for learning in most classrooms. The best teaching is in the reception class, where three-quarters of the teaching was good or very good and the remaining quarter was satisfactory. Three out of five lessons at Key Stage 1 were good or very good with the rest satisfactory. Overall teaching in Key Stage 2 was predominantly satisfactory, with two out of five lessons seen good or very good. Five per cent of the teaching at this key stage was unsatisfactory.

The quality of teaching in English is satisfactory overall and reflects the quality of planning. In the very good lessons at Key Stage 1, pupils are well challenged and there is a good balance between learning specific skills and encouraging individual work. In some unsatisfactory lessons at Key Stage 2, pupils are not sufficiently challenged and the ends of lessons are not always effectively used to re-inforce the learning or assess what pupils have learnt. The quality of teaching in mathematics is satisfactory overall but varies between key stages and year groups. Good teaching was characterised by teachers' good subject knowledge and high expectations of pupils' behaviour and their potential to achieve. Teaching is unsatisfactory when the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to their ages and attainments.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is unsatisfactory because the National Curriculum requirements for information and communication technology (ICT) and for design and technology are not being met in Key Stage 2.
Provision for pupils with special educational needs	Satisfactory. However, this is not well planned to match lessons being taught. Pupils with SEN are withdrawn from other lessons like numeracy and are not receiving their entitlement to the National Curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The strong Christian ethos provides a very good framework for developing pupils' responsibility, maturity and overall citizenship. Pupils' social development is very good. Pupils' moral development is good and their spiritual and cultural development is satisfactory. The multicultural element is under-developed.
How well the school cares for its pupils	Good. Children are well known and this awareness is used effectively to support their personal development. The procedures for assessing pupils' attainment and progress are unsatisfactory, overall.

The school has maintained its good partnership with parents. Parents are happy with most of what the school does. In Early Years, the curriculum is well planned to deliver a satisfactory range of learning experiences in the six designated areas of learning. In Key Stage 1, the quality and range of learning opportunities are good. Curriculum provision in Key Stage 2 is unsatisfactory. While all subjects are included in long term planning, the delivery of ICT and design and technology do not meet the requirements of the National Curriculum. Procedures for monitoring and supporting personal development are good. However, formal reports on academic progress are less well developed and lack individual targets. The school does not use assessment data to guide curriculum planning. Day-to-day assessment is still not being effectively used to inform future lessons and pupils are not monitored or targeted regularly enough to raise standards.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership ensures clear direction for the work of the school. However, the contribution of staff with management responsibilities is variable, ranging from good to unsatisfactory and consequently unsatisfactory overall.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive of the school and takes an informed interest in forward planning and its day-to-day work. The governors fulfil most of their statutory duties well.
The school's evaluation of its performance	Unsatisfactory overall. The school has effectively begun an analysis of the standards achieved and how they could be improved. However, there is no whole school approach to the monitoring of teaching, learning and target setting to improve standards.
The strategic use of resources	Satisfactory. Decisions on spending are linked to educational priorities.

There is an appropriate match of teachers to the demands of the curriculum. Good use has been made of the available accommodation. Resources are adequate in most subject areas, but they are unsatisfactory in aspects of English, physical education, music, history and the library. The headteacher provides clear educational direction and has created a good school ethos. Planning is monitored to improve quality, but the focus has not been sufficiently targeted on standards and progress, particularly at Key Stage 2. The roles and responsibilities of key staff are not defined clearly enough. There are still no job descriptions to ensure accountability. Subjects are not well planned across both key stages and their management, in

terms of co-ordinators monitoring teaching, learning and target setting, is unsatisfactory. The best value principles of comparison, challenge and competition are effectively applied in the school's acquisition and use of services and resources.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• The school expects their children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given to their children.</li> <li>• Information on their children's progress.</li> <li>• The way the school works with parents.</li> <li>• The range of activities the school provides outside of lessons.</li> </ul>

Inspectors agree with most of the positive comments made by parents. However, although the school expects children to work hard, higher attaining pupils are not always sufficiently challenged. Inspectors felt that the annual reports gave an overview of what has been covered, but more information could be given as to what pupils know and understand and how they might improve. The fact that there are few extra-curricular activities to promote pupils' personal development is a weakness. Overall, the relationship between parents and the school is strong. Parents feel confident in approaching it with problems and concerns. The quality of the homework given is variable, although, generally, it is used appropriately to develop understanding and raise standards.

## **PART B: COMMENTARY**

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

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

1. Since the previous inspection, the school has been through a difficult period of long term staff absence and changes that has significantly disrupted learning in certain year groups, resulting in a loss of continuity. However, the school has recently stabilised and is now in a position to steadily improve its performance and raise standards. Inspection evidence finds that pupils with SEN have steadily increased over the last three years and that there are significant differences in attainment between year groups that can be traced back to well below average levels of attainment on entry to the school. Most children when they start school are achieving standards below, and sometimes well below, what is expected of children of this age. When they reach Year 1, at the start of their formal education, attainment for most is at the expected level, although it is just below the expected standard for a significant minority. By the time they leave in Year 6, taking the last four years together, the trend for all core subjects is broadly in line with the national trend.
2. By the end of Key Stage 1, pupils' results in national tests in 2000 show that reading and mathematics were below national averages, although writing was in line with national expectations. The results at the end of Key Stage 2 show that pupils are attaining in line with national averages in English, below average in mathematics and well below average in science. When compared to similar schools, standards attained are below average in English, well below average in mathematics and very low in science. There is no significant difference between the performance of boys and girls in English and science, but boys do better than girls in mathematics. Little difference was seen in attainment between boys and girls during the inspection.
3. Overall standards in English have remained the same since the last inspection and are average at both key stages. The 2000 national test results at Key Stage 1 show standards at the expected level 2 are above the national average in reading, writing and speaking and listening. At the higher level 3, standards are below the national average for speaking and listening, and well below the national average for writing and reading. Overall this equates to below average results in reading and results that are in line with average levels in writing. When compared to similar schools, pupils' performance at Key Stage 1 is well below average in reading and in line with the expected level in writing. The percentage of pupils gaining the higher level 3 is well below average in reading and writing when compared to similar schools. Over three years, the figures show a rising trend in reading at Key Stage 1 with a dip in 2000. The trend has been broadly in line with national trends for writing. Standards at Key Stage 2 were above the national average at the expected level 4 and below the national average for the higher level 5. Overall this shows that attainment in English is in line with the national average. Results over the last three years show that performance at Key Stage 2 has fallen just below the national average, with boys performing in line with the national average and the girls' performance falling. This is against the national trend. This inconsistent picture of results see-sawing from above to below the national average is due to the long term sickness of a number of senior staff and the capability of the specific group taking the test.
4. Standards in mathematics are below the national average at the end of both key stages. Inspection findings confirm the school's results in the 2000 national tests. Progress since the last inspection is less than satisfactory when standards at the end of both key stages were judged to be in line with national expectations. However, the standards being reached by the present Year 2 group show some improvement over last year. There is no appreciable difference between the performance of boys and girls in Key Stage 1 in the 2000 national tests. In Key Stage 2, the performance of boys was slightly better than that of girls. When compared to the results of similar schools, the school's results are below average in Key Stage 1 and well below average in Key Stage 2. The trends over the past four years have been steady sustained improvement in Key Stage 1 and slight, though erratic, improvement in Key Stage 2.
5. Standards in science are in line with national expectations by the end of Key Stage 1. However,

attainment is below average by the end of Key Stage 2 and pupils are making little progress, particularly in the area of scientific enquiry. National Curriculum teacher assessments for seven year olds show that the percentage of pupils achieving the expected level 2 in science is above the national average. The percentage of pupils achieving the higher level 3 is below the national average. There is little difference between the attainment of girls and boys. By the end of Key Stage 2, the percentage of pupils gaining the expected level 4 in the science tests is well below the national average. Those gaining the advanced level 5 is also well below the national average. When compared to similar schools, the results are well below average. At Key Stage 2, there is insufficient opportunity for pupils to carry out experiments and record their findings. The standards achieved are not monitored or evaluated to improve standards. Trends over time show fluctuating results, with the 2000 results at a very low level. This pattern closely mirrors the long term absence periods of the science co-ordinator and key teachers in the school.

6. Overall attainment at the time of the last inspection was above the national average by the time pupils left the school in Year 6. It is now in line with expectations in English, below average in mathematics and well below in science. Over the last four years, the trend in the school's Key Stage 2 results in all the core subjects was broadly in line with the national trend. There has been more improvement in numeracy than literacy, although the school's targets for literacy and numeracy were not met this year. Pupils enjoy speaking and listening and teachers actively encourage and develop discussion, although this area is less well planned for in some classes. Pupils' writing is in line with expectations. They make steady progress in writing as they pass through the school. The school has recently introduced group-writing targets which are a focus for improvement, although these are still too general to significantly raise standards in writing. By the end of Key Stage 2, many pupils are confident in the use of subject-specific vocabulary in their written work. Regular handwriting and spelling practice combine to produce sound quality work overall. Standards of reading, in lessons, are average throughout the school. The literacy strategy has been appropriately implemented, although present strategies used for the teaching of reading are in need of improvement. Opportunities to develop critical appraisal of books are insufficiently developed. Reading does not have a sufficiently high focus in the school. Pupils have a better grasp of numeracy. All pupils, including those with special educational needs, are making good progress in the development of mental strategies and their ability to explain their thinking. Most teachers do not limit the different ways in which individual pupils approach mental calculations. This enables pupils to learn from each other when they explain their strategies in the end of lesson reviews. This is beginning to effectively raise standards.
7. Attainment in information and communication technology (ICT) is in line with national expectations at the end of Key Stage 1 but below expectations by the end of Key Stage 2. Most pupils do not develop the breadth of competencies expected in the National Curriculum. ICT has not yet become part of their everyday repertoire of ways to communicate. The school does not meet statutory requirements in ICT in Key Stage 2 in modelling and control technology or in the use of ICT in the wider curriculum.
8. By the end of Key Stage 1, attainment in lessons is broadly in line with national expectations in most other subjects, with the exception of geography where attainment is above expectation. The progress pupils make is satisfactory in most subjects, with the exception of ICT and geography where it is particularly good. At the end of Key Stage 2, attainment is in line with national expectations in all other subjects with the exception of ICT, design and technology and geography where it is below. The pace of learning is satisfactory in art, history, music and physical education. In all other subjects it is too slow and pupils are making unsatisfactory progress. Teachers are not monitoring standards sufficiently to improve attainment.
9. Pupils with special educational needs make unsatisfactory progress. They are withdrawn from lessons and consequently miss large areas of learning. The specialised phonics programme they use when they are withdrawn helps them make progress with reading. Higher attaining pupils are not sufficiently challenged and are not achieving the results they are capable of.

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

10. Pupils display very good attitudes to school and learning. In lessons they are interested and listen carefully to their teachers and each other. They are keen to answer questions and demonstrate what they have learned. They treat resources with care and are sensible when engaged in practical tasks. Pupils clearly enjoy the opportunities presented to them. Their enthusiasm for learning is apparent in their sustained application to their work. Where lessons are challenging, they are involved and eager to accept additional targets as indicated in a mathematics lesson, when the required amount of work was increased part way through the lesson. In lessons where there is not as much challenge, some pupils are passive learners.
11. The behaviour of pupils is consistently good both inside the classroom and in all aspects of school life. During break times they play well together, even when there is a considerable delay in the teacher arriving at their supervision point. No bullying or inappropriate behaviour was observed and, on the rare occasions when bullying has occurred, the headteacher has quickly dealt with the situation to the satisfaction of parents. There have been no exclusions in recent years. Pupils are courteous at all times and extend a warm welcome to known visitors.
12. Very good relationships throughout the school result from mutual respect between pupils and staff. Through their support for charities and consideration for the victims of the recent earthquake in Central America, a sound awareness of those less fortunate is nurtured. They show respect for the feelings of others but have little exposure to other faiths and cultures. Pupils take responsibility for a range of jobs around the school. There is a 'reading buddy' system in the school where older pupils help younger ones who need additional practice.
13. Pupils with special educational needs have positive attitudes and show interest in their work. They are keen to learn and clearly enjoy their work. The behaviour and personal development of pupils with special educational needs are good.
14. Attendance is satisfactory differing from the national average by 0.2 per cent. One pupil who is a regular absentee accounts for all the unauthorised absence. Registration procedures are efficient. Pupils are generally punctual, although lateness is a problem amongst a small minority.
15. Parents say their children like coming to school and attendance registers confirm this. At just over 94 per cent, pupils' attendance is similar to that of other schools but it has decreased slightly since the last inspection. The small amount of truancy is attributable to a very few pupils; the majority of pupils attend regularly and are only absent when they are genuinely ill or occasionally on a family holiday in term time.

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

16. Overall teaching throughout the school is good. In just over one in three lessons it is good and in one in eight it is very good. There is a negligible amount of unsatisfactory teaching. Since the last inspection there has been good improvement in the quality of teaching. The percentage of unsatisfactory teaching has been reduced significantly and the percentage of good and very good teaching has increased. Teaching in the foundation stage is very good, teaching in Key Stage 1 is good and teaching in Key Stage 2 is satisfactory overall. The teaching makes a significant contribution to the progress that pupils make in their learning and to their positive attitudes.
17. Teachers have good subject knowledge overall in the Foundation Stage and Key Stage 1. Subject knowledge is satisfactory in Key Stage 2. Teaching of basic skills is satisfactory across the school, with good teaching in Key Stage 1 and the Foundation Stage and insufficient teaching of skills in Key Stage 2. This is particularly evident in information technology and is reflected in the low level of attainment achieved by pupils.
18. Throughout the school there is inconsistency in the quality of daily planning for lessons. Planning is very good in the Foundation Stage and satisfactory in Key Stage 1 and some lessons in Key Stage 2. There is some unsatisfactory planning in Key Stage 2; activities are listed but aspects of learning are insufficiently identified. There is insufficient planning for pupils of different ability in

some subjects, especially science and the foundation subjects. Teachers do not always plan activities that take account of pupils' differing abilities. A weakness in teaching occurs when pupils of average and higher ability are not always stretched in some lessons; for example, in Year 4, the majority of the pupils could already spell the words they were asked to learn in the lesson.

19. Teachers generally are well organised. They use a good range of questions to check pupils' understanding and knowledge. Teachers have good relationships with pupils and usually teach with firm discipline and control. Management of pupils is a strength of teaching; it is very good in the reception classes and good in Key Stage 1 and Key Stage 2. Across the school, teachers generally have high expectations of behaviour but expectations of the standard of work achieved could be higher in Key Stage 2. Expectations are good in Key Stage 1 and very good in the reception classes. From the time children enter the school, they are expected to take responsibility for themselves and others recording their own attendance and indicating their lunch time arrangements. This results in very young children learning to be responsible and behave sensibly from an early age.
20. In the very good lessons, such as literacy in Year 2, the teacher's style of fast pace, enthusiasm for the subject and constant challenge is most effective. In the guided and shared writing, pupils are encouraged to recognise language and use it effectively as they write about characters and setting for their story. Very good subject knowledge is combined with observational assessment of pupils' skills and development. Appropriate teaching points evolve from direct observation and clear practical demonstration to guide pupils to a more skilful performance in their independent writing. The very good use of phonological knowledge gives pupils confidence to identify phonemes and contributes to the quality of their spelling. The lessons contain a good balance of varied activities, whole class teaching, investigative work and opportunities to use imagination. Work is well matched to pupils' abilities so that they can build on previous knowledge and understanding. Good features of teaching include enthusiastic and clear explanations, well-organised classrooms, established routines and opportunities for pupils to work individually, with a partner, in a group or as a whole class. Resources are very well used to motivate pupils and to extend knowledge. In most lessons, the work is demanding and time is used effectively for higher and lower attaining pupils and pupils with special educational needs. Adults in the classroom are well organised and work well together.
21. In the less effective lessons the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to the ages and attainments of pupils. Teaching is less dynamic so pupils are less engaged and become compliant rather than enthusiastic. In an English lesson in Year 5/6, the teacher's planning was inadequate. It did not show how the skills of reading, writing, speaking and listening were to be developed and consolidated for pupils of different ability. Consequently, the work had little challenge for the majority and, as a result, little learning took place and most pupils only produced four or five lines of writing. The higher attaining pupils, in particular, were insufficiently challenged. Individual activities were the same; for example, there was too much dependence on a single textbook, which inhibited pupils' ability to control their work and develop the skills of independent learners.
22. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are beginning to be well taught. Teachers have implemented the national literacy and numeracy strategy well. In Year 2 the group targets for writing are often referred to by pupils and teachers and are making a positive contribution to learning. Teaching of phonics is insufficiently well developed and this is evident in Key Stage 2 where average and lower attaining pupils do not have the strategies to work out difficult words.
23. Teachers write their own individual education plans for pupils. However these are of a variable quality and currently no one has an overview of them. The part-time SEN teacher initially assesses pupils in need of statements, although there is little consultation with teachers as to how well pupils are progressing. The specialist teaching is good. However, as all pupils are withdrawn from their classrooms to undertake this extra work, there is little continuity between what is taught in withdrawn lessons and that which is taught in classrooms. This also inhibits pupils' progress and is unsatisfactory overall, as some pupils are withdrawn from vital lessons such as numeracy and are consequently not receiving their entitlement to the National Curriculum.

24. Support staff are well used in Key Stage 1. However, in Key Stage 2 they are not always used effectively and there is uncertainty about what they should be doing in certain classes. Planning takes the needs of SEN pupils into account, although this is insufficiently developed in the foundation subjects.
25. The day-to-day assessment of pupils' work is unsatisfactory overall. It is very good for the Under Fives, satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. In the better lessons, good verbal feedback is given and work is usually marked conscientiously. However, there was an instance in a Year 5/6 class where inspectors noted certain pupils being given the task of marking the work of other pupils in their break time. This is poor practice. Advice on how to improve the quality of comments given to help pupils improve their work is variable. The best examples were seen in Year 2 and Year 3. The use of homework is satisfactory to support pupils' learning and attainment.

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

26. The curriculum provided by the school is unsatisfactory because the National Curriculum requirements for information and communication technology (ICT) and for design and technology are not being met in Key Stage 2. The school has sound policy documents for all areas of the curriculum. Schemes of work are based on the latest guidance from the Qualifications and Curriculum Authority (QCA). This was a weakness at the time of the last inspection. The school is in the process of developing these generic schemes to the pupils' best advantage. Planning has improved perceptibly at both key stages.
27. In the Foundation Stage, the curriculum is well planned to deliver a satisfactory range of learning experiences in the six designated areas of learning. Each area receives sufficient time and there is a good emphasis on children's personal and social development and the basic skills of literacy and numeracy. However, the overall level of attainment on entry to the school is below average and children's standards in literacy and numeracy are still just below average as they enter Key Stage 1. There is no safe outside area for children Under Five to play on large wheeled toys or fixed climbing apparatus to improve their manual dexterity.
28. In Key Stage 1, the quality and range of learning opportunities are good. All subjects are given adequate time and both long and medium term planning provide a secure framework for the delivery of the whole curriculum.
29. The National Literacy Strategy has been satisfactorily introduced and the appropriate emphasis on language development results in satisfactory standards of literacy at the end of the key stage. The use of computers in classrooms is well planned and contributes well to pupils' learning in other areas of the curriculum such as mathematics.
30. The National Numeracy Strategy has been introduced well and there is good development of pupils' skills of mental calculation and their ability to explain their strategies. There is an appropriate emphasis on teaching the skills of number and shape, space and measure, but overall standards in mathematics at the end of Key Stage 1 remain below average.
31. Curriculum provision in Key Stage 2 is unsatisfactory. While all subjects are included in long term planning, the delivery of ICT and design and technology do not meet the requirements of the National Curriculum. Pupils' skills in both these subjects are low at the end of the key stage. In ICT, pupils' experiences depend on the level of expertise of individual teachers. Progression in the building of skills is unsatisfactory and pupils have far too few opportunities in the areas of using computers in the wider curriculum and in modelling and control technology. The interpretation of medium term planning is not consistently programmed and individual teachers sometimes postpone half-termly units of work, for example in geography, resulting in curriculum imbalance.

32. Both the National Strategies for literacy and numeracy have been soundly introduced in Key Stage 2. Standards in literacy are satisfactory at the end of the key stage. In numeracy, while pupils' mental strategies are being well-developed, evidence from pupils' past work shows that tasks are not well matched to individuals' developing levels of capability. Pupils of greater potential are not sufficiently challenged and standards at the end of Key Stage 2 are below average in mathematics.
33. Religious education is taught to all pupils in the school and meets the requirements of the Diocesan Agreed Syllabus 'Here I am'. Pupils' personal development is well provided for and the use of circle time encourages them to develop sensitivity for the feelings of others and to express their own feelings. The school makes good provision for personal, social and health education.
34. The provision of extra-curricular activities has declined since the last inspection report and is unsatisfactory. A netball club is run by a parent and is open to both girls and boys, although no boys presently attend. A judo club is made available to older pupils but this is undertaken during curriculum time. This results in a significant number of pupils missing a literacy lesson and some pupils with special educational needs missing specialist literacy support.
35. The provision of literacy support is not carefully planned to match the lessons being taught in classrooms. This means that pupils with special educational needs are often withdrawn from lessons in other subjects, for example numeracy and geography. These pupils do not have equality of access to the school's curriculum.
36. There are other examples of pupils not having equality of access to the curriculum. A Year 6 class has undertaken a series of planned ICT lessons in the school's very good new ICT suite. Another Year 5/6 class containing a significant number of Year 6 pupils visited the suite for the first time during the week of the inspection. This is unsatisfactory.
37. The community contributes very well to pupils' learning. There are strong links with the parish and the Church and good links with other parts of the community. The school has established very good links with several businesses in the area. Many pupils are involved in the local dance club. Pupils from 7 years of age receive coaching at the Leigh Rugby League club and the local police run a cross country club. Links with the Catholic secondary school and with other local primary schools are good.
38. The school has maintained the quality of its spiritual, moral, social and cultural education. Provision for the spiritual development of pupils is satisfactory. The strong Catholic ethos of the school makes a contribution to pupils' understanding of a greater power and pupils learn to feel sympathy and understanding for others. However, there is little contribution to spirituality and an understanding of beauty in the world made through the creative arts.
39. The provision for pupils' moral development is good. Not only do they learn to understand right from wrong but also clearly understand the reasons for rules. They develop a clear understanding of the effects of their actions on others and they express regret when they do not meet the school's and their own high expectations.
40. The school makes very good provision for pupils' social development. The strong Christian ethos of the school provides a very good framework for the development of citizenship. The relationships between pupils and between them and their teachers are very good. All pupils work well co-operatively in groups and they learn to work independently at an early age. Pupils are given responsibilities in classrooms, which they fulfil with care and maturity. Older pupils undertake a good range of duties in the wider school environment. These include sorting and shelving books, collecting litter and acting as telephone monitors. Year 6 pupils act as reading buddies for younger pupils. All these duties have the effect of raising pupils' levels of responsibility, maturity and overall citizenship.
41. The provision for the cultural development of pupils is satisfactory. The strong thread of Christian teaching enables all pupils to have a good understanding of their own religious heritage and their own culture. There is a satisfactory contribution to pupils' knowledge and understanding of other



cultures in geography, for example when a Key Stage 1 class studied a family living in a village in Mexico. There are also elements within the religious education programme 'Here I am' which compare and contrast the main elements of Catholicism with other major world religions. However, the provision for developing an understanding of the multicultural nature of our society and their place within it is unsatisfactory. The school is aware of this as an area for development.

42. Pupils with SEN benefit as fully as other pupils from the provision for SMSC made by the school.

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

43. The school provides a good level of care for all its pupils and this has been maintained since the last inspection. There are very good relationships between almost all teachers and their pupils. As a result, most pupils feel secure and comfortable in coming to school. They feel confident to ask and answer questions in lessons and seek help when they need it. Relationships between the headteacher and pupils are particularly good; he takes a keen interest in each and every one of them. Parents are grateful for this and confirm that their children are happy to attend this school and they feel their children are well cared for. They are also very much in praise of the efforts of the headteacher in supporting their children's personal development, including their behaviour and the way he promptly and sensitively deals with any incidences of bullying.
44. Regular attendance is encouraged and recognised with a weekly award for the class with the best attendance. Unexplained or prolonged pupil absences are followed up by the school and help from the Education Welfare Officer is sought where necessary. Sufficient attention is paid to the health and safety of pupils; for example, there are two members of staff with first aid knowledge, there are regular fire drills, road safety is given a high priority and a health and safety inspection is carried out at least annually. The school caretaker is vigilant in removing hazardous waste such as broken glass and ensures the school is clean. Recreation times are well organised and pupils are usually adequately supervised. However, during the inspection week, the member of staff timetabled on one occasion to supervise the junior playground failed to turn up until the last three minutes of the fifteen-minute morning break time.
45. The school carries out its duty to protect children satisfactorily. Some members of staff have a clear understanding of child protection, but few, other than the headteacher, have had specific training in this area. They rely very much on their knowledge of the pupils and their own common sense in recognising the signs of possible child abuse. Even though they are quick to act when they have a concern, they are not entirely familiar with the correct reporting procedures. There are also no clear guidelines or a policy document for staff to refer to.
46. The quality and use of assessment information are unsatisfactory. The monitoring of pupils' personal development is good but the monitoring of pupils' academic performance is unsatisfactory. In this area of care for pupils, there has been little improvement since the last inspection. There is a whole school policy for assessment which clearly states the reason for assessing pupils' work, the methods to be used for recording information and the use of this information in future planning. The school conducts satisfactory tests for seven and eleven year olds and a sound range of other non-statutory tests. Records of test results are maintained and some of these provide good information about pupils' progress from year to year and over time in English and mathematics. However, records are not comprehensive enough in helping the school to identify strengths and weaknesses in achievement or in the curriculum.
47. The analysis of results from statutory and non-statutory tests is at an early stage of development and insufficient use is made of the information from these tests to track pupils' progress, identify areas of weakness, plan action to raise standards and to set targets.
48. The co-ordinator for mathematics has recently worked with the Local Education Authority mathematics advisor to analyse the school's results in the 2000 national tests. The information from this analysis has revealed clear areas for improvement and the intention is to develop a programme to address these weaknesses and to raise standards. However, this good practice is the exception rather than the rule.

49. In many subjects, including core subjects, regular assessment is not built into teaching to ensure that the work that pupils are given builds upon what they already know. One example of this was identified during the inspection in Year 6 work in mathematics. The same tasks had been presented to pupils of all levels of ability, over a considerable period of time. A minority of pupils made sound progress but for those pupils for whom the work was too easy or too difficult, progress was unsatisfactory.
50. Many teachers are still unclear about how to include or make use of assessment in their lesson planning or teaching. There is a lack of information from day-to-day assessment in lessons. The school does not have a programme of regular and rigorous monitoring of the delivery of the curriculum or the quality of teaching. When inspection evidence regarding mathematics work in Year 6 was discussed with the school, the reaction was one of disappointment. This information would have been evident if a rigorous system of monitoring were in place.
51. Class teachers carry out assessment for SEN pupils at Stage 1. The SEN teacher will then discuss and assist with IEP's if required. At Stage 2 onwards, the SEN teacher becomes involved. The interaction between the SEN teacher and some class teachers is limited, reducing the impact of assessment data on the quality of education for SEN pupils.
52. This lack of assessment and monitoring also means that too many subject co-ordinators are unclear about the standards that pupils achieve, or could achieve, in their subjects. These factors limit pupils' progress and the raising of standards.

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

53. The school has maintained its good partnership with parents since its last inspection. Parents are happy with most of what the school does. Very many parents in conversation with inspectors said how welcoming the school is and that they felt able to approach most members of staff, particularly the headteacher, to express any concerns that they may have had. However, a significant number of parents are critical of the lack of activities on offer to pupils at lunchtimes and after school. A similar number are unhappy with the limited amount of homework pupils are expected to do and several feel that they are not well informed of their child's progress. Much of the inspectors' findings agree with parents' concerns.
54. Parents are kept well informed of the daily life and events of the school through a weekly newsletter. At the beginning of each term, parents are also provided with very good information telling them what their child will be learning about in all subjects. This is an improvement since the last inspection and now enables parents to help their child at home if they wish. Many parents do, especially by hearing them read regularly. Parents are invited into school twice each year to speak to class teachers about their child's progress and there is good attendance at these meetings. An end of year written report is provided for each pupil but the quality of these reports is unsatisfactory. They give very little information on what the pupil has learned and can do in each subject. They mostly tell parents what elements have been covered through the year and whether or not their child has enjoyed the subject. Even though they set targets for future learning, many of these are very general.
55. There is an active Parent Teacher Association whose fund-raising efforts, supported by many parents and friends, continually provide the school with extra equipment including ICT items, storage facilities and the school's mathematics scheme. A small number of parents and governors provide valuable help in lessons in Key Stage 1.

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

56. The headteacher's leadership is sound and ensures clear educational direction for the school. However, the management roles of key staff and co-ordinators need clarification and development. They are not well structured or clearly identified. There are no current job descriptions and key

managers and co-ordinators are not effectively monitoring the school's strengths and weaknesses in terms of curriculum provision, teaching and learning. The school has clear aims and values and staff share these aims. There has been a good ethos established in which to implement these aims and policies in a positive way.

57. The governors are committed and actively involved in promoting the interests of the school. They have appropriate committees, which enable them to be effectively involved in decision-making processes. However, their monitoring of standards achieved, curriculum provision and patterns of staff absence as a whole, is insufficiently developed to identify specific areas of weakness in the quality of the education being offered. The school's improvement plan is effectively used as a tool for strategic planning. Overall, governors work well in a committee structure, give their time willingly and meet their statutory obligations.
58. The headteacher has been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other effectively and policies and schemes of work are developed collaboratively, although key managers do not monitor standards of work sufficiently to ensure that all pupils are being challenged according to their ability and are making adequate progress year on year. Similarly, subject co-ordinators are not monitoring teaching sufficiently to help teachers assess outcomes and plan future activities, which build on previous learning. The school improvement plan is costed and sets general targets. However, it is not specifically targeted to raising standards in particular areas of weakness. The school did not meet its targets in English and mathematics this year.
59. The school is satisfactorily managed overall, although there are areas of weakness. Staff, accommodation and resources are deployed adequately, although the school has not been able to target its spending efficiently in 1999/2000 to effectively improve standards due to a significantly high proportion of long term staff absence. Initiatives are being led predominantly by the headteacher and there is too little delegation of responsibilities to the deputy headteacher and co-ordinators. Literacy is monitored by the co-ordinator and the headteacher monitors teaching throughout the school.
60. School administration is good; it gives clear support to staff and pupils alike and enables the school to operate in quiet good order. Overall management of special educational needs is unsatisfactory. Individual education plans, written by the teachers, are not reviewed regularly enough with the co-ordinator to effectively monitor progress. Pupils with SEN do not have equal access to the education offered. They are withdrawn from the same lessons each week, for example mathematics and science, and there is no policy for integrated support in the classroom. They are required to miss these lessons for support in work with phonics, which, although it helps them to read better, is unrelated to their classwork.
61. Resources are unsatisfactory overall. The quality and quantity of library books are unsatisfactory. Resources are not adequate to deliver the National Curriculum in history, music and physical education. There is no safe play area with climbing equipment or large wheeled toys for the Under Fives. All the statutory requirements of the Code of Practice are met.
62. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for Governors. All plans are costed and relate well to the overall budget. There has not been a recent audit. The recommendations of the last audit have been implemented. Specific grant is used effectively for its designated purpose. Expenditure is managed effectively so that the best value is achieved for the money spent. However, the school has not been able to use its budget to best advantage to improve standards. A significant amount of money has been spent on supply teachers to cover for long term absences last year.
63. There is a good match of teachers to the demands of the curriculum and a good mix of experienced senior staff and teachers new to the profession. Staff have had appropriate training in literacy and numeracy and all are given differing amounts of non-contact time from ½ hr to 3 hrs each week. However, they are not, at present, required to use this time for their management roles. There are

no specific arrangements for the induction of newly qualified teachers. Staff are supported by courses designed to reflect the priorities in the school improvement plan. Appraisal procedures have been postponed in readiness for the introduction of performance management. There are enough teaching support staff. They are committed, work hard and are assets to the school. However, they sometimes do not have adequate training and are not able to contribute fully to the support of pupils with special educational needs.

64. The school makes effective use of new technology.
65. Overall the accommodation provides sufficient space to teach all elements of the National Curriculum. Some teaching areas are, however, still cramped for the current number of pupils in those classes and pupils often have to work in areas outside the main classroom area. There is a school library but it is uninspiring, it has few information books and it also acts as a thoroughfare to the administration part of the building. As a result, pupils rarely use this facility and this is impeding their research skills.
66. There has been sound improvement since the last inspection. Governors are now linked to subject areas and they have begun to monitor standards. Staff and governors have worked hard to improve the accommodation. Partitions have been removed to improve the teaching space available and there have been improvements to the toilet facilities. There is now a well-equipped information and communication technology suite. The school improvement plan is now costed and relates well to the budget. However, there has been insufficient improvement in establishing clear job descriptions for key staff and co-ordinators and monitoring the quality of the education provided.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**Raise standards of attainment and the pace of learning in reading and mathematics at Key Stage 1 and English, mathematics, science, information technology (ICT), design and technology and geography at Key Stage 2 by:**

- meeting National Curriculum requirements in ICT and design and technology and improving the provision and learning in science;
- improving the use of ICT in other subjects of the curriculum;
- developing strategies to improve the quality of reading.

*Paras: 2, 4, 6, 7, 8, 26, 30, 31, 36, 77, 89, 90, 101, 104, 114, 115, 116, 117, 119, 123, 132, 134*

**Improve the standard of teachers' assessment by:**

- developing teachers' accuracy with appropriate training (INSET);
- using assessment more effectively to inform future lesson planning and to monitor progress;
- improving the quality of marking so that it informs pupils how to improve;
- improving the quality of pupils' reports by targeting what they have to do to improve.

*Paras: 25, 46, 49, 50, 52, 54, 88, 100, 107, 112, 113, 123, 124, 129, 148*

**Raise the performance of higher attaining pupils and the progress made by those with SEN at the end of both key stages by:**

- monitoring and targeting higher attaining pupils to achieve higher levels at Year 2 and 6;
- ensuring that teachers challenge higher attaining pupils to learn at a faster pace and at a higher level;
- encouraging pupils to take responsibility for their own learning and share in the setting of their own targets;
- matching work more effectively to pupils' ability;
- ensuring that pupils with SEN have access to the same curriculum as other pupils.

*Paras: 9, 18, 21, 23, 34, 35, 49, 51, 60, 78, 97, 106, 120, 125*

**Develop the roles of key staff and co-ordinators in monitoring teaching and learning to reinforce skills and improve standards across all subjects by:**

- compiling appropriate job descriptions which are used as performance reviews;
- consistently monitoring and evaluating teaching and pupils' achievement and setting achievable targets;
- encouraging the teaching of basic skills such as literacy, numeracy and ICT in all subjects and training teachers to identify the specific skills necessary for individual subjects;
- monitoring provision and practice to ensure equality of access and opportunity to the whole National Curriculum for every pupil.

*Paras: 56, 58, 59, 107, 113, 116, 124, 132, 148*

**Other issues for consideration:**

- Provide a designated secure area to enable children under five to use fixed play equipment and large wheeled toys (*Paras: 27, 72, 75*).
- Improve the provision for multicultural education (*Para: 41*).
- Improve the provision for child protection by developing a policy and training staff (*Para 46*).
- Improve the use and training of support staff (*Paras: 24, 63*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	37	44	5	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	310
Number of full-time pupils eligible for free school meals	49

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
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
	2000	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	24	24	24
	Total	42	44	44
Percentage of pupils at NC level 2 or above	School	91 (93)	96 (95)	96 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	21
	Girls	24	24	24
	Total	42	44	45
Percentage of pupils at NC level 2 or above	School	91 (93)	96 (95)	98 (98)
	National	84 (82)	88 (86)	88 (87)

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
	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	13
	Girls	13	10	10
	Total	26	24	23
Percentage of pupils at NC level 4 or above	School	76 (63)	71 (80)	68 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	13	13	12
	Total	25	25	24
Percentage of pupils at NC level 4 or above	School	74 (63)	74 (80)	71 (80)
	National	70 (68)	72 (69)	80 (75)

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	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	309
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22.53
Average class size	28.18

#### **Education support staff: Y R – Y 6**

Total number of education support staff	7
Total aggregate hours worked per week	125

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

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

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

### ***Financial information***

Financial year	1999/2000
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	£
Total income	531,816
Total expenditure	540,956
Expenditure per pupil	1,745
Balance brought forward from previous year	7,115
Balance carried forward to next year	(2,025)



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

### **Questionnaire return rate**

Number of questionnaires sent out	310
Number of questionnaires returned	161

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	3	1	1
My child is making good progress in school.	44	47	4	3	3
Behaviour in the school is good.	43	46	3	2	6
My child gets the right amount of work to do at home.	27	44	20	10	0
The teaching is good.	38	52	4	3	3
I am kept well informed about how my child is getting on.	26	48	19	8	0
I would feel comfortable about approaching the school with questions or a problem.	47	41	8	3	1
The school expects my child to work hard and achieve his or her best.	52	41	3	2	3
The school works closely with parents.	27	47	16	8	3
The school is well led and managed.	36	48	12	1	3
The school is helping my child become mature and responsible.	39	48	8	1	5
The school provides an interesting range of activities outside lessons.	16	30	28	16	11

## **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**

67. The education provided for the under-fives is broad and balanced and in line with the nationally recommended areas of learning. Most children when they start at the school have below average levels of attainment and some are well below. By the age of five, pupils make good progress and the attainment of the majority is just below what is expected of children of this age in literacy and numeracy. This is partially due to a lack of continuity in their education because of the long term illness of staff. However, a significant minority this year has made rapid progress and is achieving average levels in most areas of their Early Learning Goals. Children make good progress in knowledge and understanding of the world, mathematics, personal, social and emotional development and in their physical development. Progress is less marked in communication, language and literacy, and the creative areas of learning. There is satisfactory provision for children with special educational needs.

#### **Personal, social and emotional development**

68. Pupils start at the school with below average personal, social and emotional development. By the time they are five, they make good progress and are attaining at the expected level for pupils of this age. Most know how to work in groups and follow instructions. They become more confident in making choices and, although they still need a lot of direction, they are eager to explore new learning. Their ability to think up activities, which are imaginative, remains weak. They understand what is right and wrong and why, and can take turns and share fairly.

#### **Communication, language and literacy**

69. Teachers in the reception class place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role-play. Many children talk confidently about what they like doing. Children make a satisfactory start to early reading and writing skills and many show rapid progress. All children are encouraged to take books home regularly. They enjoy books and handle them carefully. Some can tell stories, using the illustrations within the book, and answer simple questions. Most are able to recognise initial sounds associated with the letters of the alphabet and a few can recognise key words from their first reader. Children hold their pencils correctly and many can shape letters accurately. Most can trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are confident when talking about their drawings and mark-making. Many are achieving at the expected standard by the age of 5 Years, although the majority is achieving just below average.

#### **Mathematical development**

70. Children, when they start at the school, are below average in the mathematical area of learning. However, they learn fast and make good progress. Most are familiar with number rhymes, songs and counting games. They can match and count using everyday objects. Most recite numbers to ten and beyond and a few can recognise number symbols from one to ten. Most can sort and match objects by shape, colour and size. Their basic knowledge of capacity and weight, from practical experiences, for example from sand and water activities, is limited as there is little space within the classroom for these activities. However, many have developed a correct understanding of terms such as 'full' and 'empty.' Most are achieving just below expectations by the time they start their formal education at 5 Years.

#### **Knowledge and understanding of the world**

71. Most children can talk about where they live, their families and past and present events in their own lives, as well as exploring and recognising features of living things. Most can look closely at

similarities, differences, patterns and change. However, when they first came to the school, many could not show an awareness of the purpose of some features in the area in which they live and could not talk about their observations. Most now use their senses successfully to identify materials. They are able to tell the difference between living and non-living forms and know that living things need food and water to survive. By the time they are aged 5, pupils are attaining at average levels when compared to others of a similar age. They are able to explore and select from a range of constructional toys to make imaginative models and use skills such as cutting, joining and building with increasing confidence. They use simple computer programs well. Most now ask questions to find out why things happen and how things work or explore and select materials and equipment.

### **Physical development**

72. The majority of children move confidently and imaginatively, increasing control and co-ordination and awareness of space and others, as well as using a range of small and large equipment, balancing and climbing apparatus with increasing skill. Most can handle appropriate tools, objects, construction and malleable materials safely and with increasing control. Older under-fives demonstrate a good range of co-ordinated movements when playing outside, although some lack an awareness of space. There is no safe outside area for children Under Five to play on large wheeled toys or fixed climbing apparatus to improve their manual dexterity. By the time they are aged 5, pupils are attaining at average levels when compared to others of a similar age.

### **Creative development**

73. Pupils show satisfactory progress in all areas of creative learning; some show good progress. Pupils use poster and powder paints with confidence. They successfully use sponges and various other materials to print and produce effective paintings. They handle tools safely and a few can cut and stick a variety of materials. They are increasingly able to depict their ideas and feelings through role-play, telling stories, drawing, painting and collage. They know many songs and nursery rhymes by heart and always sing enthusiastically. By the time they are 5, the majority are achieving just below the expected standard.
74. The quality of teaching in the reception class is very good. Much of it is very good. Teachers have a good knowledge of how to make the learning enjoyable. Lessons are well planned, taking account of the requirements of the curriculum for under-fives. Pupils think the learning is fun. A wide variety of stimulating and well-structured activities are provided within each session. Pupils' responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable learning to be consolidated. In a particularly successful numeracy lesson, the basic skills were taught well. Assessment was immediate and the pupils enjoyed their success. Teaching staff and assistants work very well together and have a clear understanding of how young children learn. Pupils with SEN are making satisfactory progress.
75. The under-fives curriculum is planned and organised well. However, there is no provision for a separate enclosed area for children to play and no large wheeled toys and climbing equipment to develop physical strength and co-ordination. Children are very effectively assessed by careful on-going observations. A simple baseline assessment has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations, before and after admission, are well received by parents and effectively establish common objectives between home and school.
76. The reception classrooms are visually pleasing and stimulating. Overall, indoor resources are satisfactory. There are sufficient books for pupils to use and borrow. Children's development of early computer skills is good, but there is a need for more software to support the work being done. Regardless of this, pupils under five are making good progress and are prepared very well for more formalised work in Key Stage 1. There has been good improvement in the progress made by children under five since the last inspection. Teaching and planning have both improved and pupils are better assessed and monitored.

## ENGLISH

77. Overall standards in English have remained the same since the last inspection and are average at both key stages. The 2000 national test results at Key Stage 1 show standards at the expected level 2 are above the national average in reading, writing and speaking and listening. At the higher level 3, standards are below the national average for speaking and listening, and well below the national average for writing and reading. Overall this equates to below average results in reading and results that are in line with average levels in writing. When compared to similar schools, pupils' performance at Key Stage 1 is well below average in reading and in line with the expected level in writing. The percentage of pupils gaining the higher level 3 is well below average in reading and writing when compared to similar schools. Over three years, the figures show a rising trend in reading at Key Stage 1 with a dip in 2000. The trend has been broadly in line with national trends for writing. Standards at Key Stage 2 were above the national average at the expected level 4 and below the national average for the higher level 5. Overall this shows that attainment in English is in line with the national average. Results over the last three years show that performance at Key Stage 2 has fallen just below the national average, with boys performing in line with the national average and the girls' performance falling. This is against the national trend. This inconsistent picture of results see-sawing from above to below the national average is due to the long term sickness of a number of senior staff and the capability of the specific group taking the test.
78. Overall, standards in lessons have remained the same since the last inspection and are average at both key stages. Pupils throughout the school have a positive attitude to their work and they work hard. The school has set appropriate group targets for this year and most pupils are on course to achieve these targets by the end of the year. Pupils with special educational needs make unsatisfactory progress. They are often withdrawn from literacy lessons for support with reading. This means that they are not given equal access to the English curriculum and they do not make satisfactory progress.
79. Steady progress has been made in raising standards in reading and writing and implementing the National Curriculum. However marked progress has been affected by long term absence and changes in staff in both key stages. The school has made progress in developing a portfolio of work.
80. Throughout the school, pupils' listening skills are good and speaking skills are average. They listen to their teacher and other pupils with interest. In class they confidently communicate information and explain their ideas or reasons for statements when asked to do so. Pupils enter the school with below average skills in their speaking and listening. They make good progress in their speaking as they progress through the school. They are confident and willing to participate in lessons suggesting ideas and answers. Lower attaining pupils in Year 6 explain clearly how they enrich their poem 'The death and burial of Cock Robin' by substituting synonyms for the original words. Pupils in Year 2 talk confidently about the use of punctuation and the use of words such as 'suddenly' to enrich their writing. High attaining pupils in Year 6 have a satisfactory vocabulary and understanding of language. They speak confidently and explain why they use certain metaphors in their poems. Average pupils in Year 3 identify the main characters in Pandora's Box. They explain the function of adjectives using imaginative language and competently and accurately describe how the use of different tenses can add impact to written work. Drama is used to support other curriculum areas such as history.
81. Standards in reading in lessons are average throughout the school. Pupils in both key stages perform confidently when reading individually or in a group. Expression in reading is only evident in the Year 2 class where it is used very well. Phonics is taught to Key Stage 1 pupils but the teaching does not impact sufficiently on learning. Average and lower attaining pupils in Key Stage 2 were often unable to tackle or explain how to decode difficult words. High attaining pupils explained how to use phonics to decipher the words. Classrooms in Key Stage 1 have reading corners, but the library area in Key Stage 1 is not attractively arranged. Throughout the school, pupils generally have a positive attitude to books and reading. Pupils take their reading scheme books home but

there is not a lot of encouragement or stimulus to read wider than the reading scheme.

82. When some pupils in Year 6 talk about their favourite reading books the range of preferred reading material is limited to Harry Potter books and Roald Dahl. Pupils in Year 2 read accurately and with good level of expression. They predict the endings to stories and they read unfamiliar text well. The Buddy reading scheme is having a beneficial impact on standards in reading for lower attaining pupils. Older pupils benefit from the personal development of this activity, they show sensitivity to the younger readers and good relationships are established. Pupils have a reading record where books are recorded with the date and parents' signature. Opportunities to develop critical appraisal of the books are insufficiently developed, pupils in Year 6 do not record or write about their books. Reading does not have a sufficiently high focus within the school.
83. Pupils make steady progress in writing as they pass through the school. The school has recently introduced group-writing targets and pupils in Year 2 know and refer to their targets well. High attaining pupils in Year 1 write about their visit to the local supermarket. They write in sentences with appropriate punctuation. High attaining pupils in Year 1 write independently and use capital letters and full stops as they begin to sequence their ideas. They make good progress in one year and high attaining pupils are writing a full page. Average pupils in Year 1 are beginning to write independently. There is a noticeable progression from Year 1 to Year 2 when high attaining pupils are beginning to join up their handwriting. Handwriting in Year 2 is neat, legible and consistent in size and shape and spelling is reasonably accurate. High attaining pupils use question marks and speech marks in their work. Pupils write about themselves using appropriate punctuation and spelling. They write about their holidays and their ideas are developed into logical sequences. Spelling is average throughout the school and the weekly spelling test contributes to this, although the challenge of learning more difficult words is not sufficiently developed in Year 2. Pupils in Year 3 answer comprehension questions about Pandora's Box using full sentences and appropriate punctuation.
84. By the end of Key Stage 2, writing is average with no special features, although it is developing steadily and support from the advisory teacher is having a good impact on the attainment of lower attaining pupils in Year 6. Higher attaining pupils use punctuation appropriately and develop their ideas, communicating effectively. Pupils are beginning to write in different forms. They have a good understanding of metaphors, writing statements such as, 'The wind is a ferocious elephant raging and blustering around all day huge, giant and grey.' Pupils write articles for the Shepherds News such as reporting the accident at the Blackpool fairground. Lower attaining pupils in Year 6 need support with their spelling.
85. Attitudes and behaviour are very good. Pupils show good levels of concentration and an interest and enthusiasm for their work. They are keen to respond to questions and to join in discussions. This positive attitude is a major factor in promoting the quality of their learning.
86. The quality of teaching is satisfactory overall and reflects the quality of planning. Teaching is good overall in Key Stage 1. Pupils in Year 2 make very good progress because the teaching is very good. There is an appropriate balance between learning specific skills and techniques and encouraging individual and creative work. Lessons are well structured and teachers have sound subject knowledge. In the very good lessons in Key Stage 1, pupils are challenged to make their writing interesting by including words such as 'suddenly'. Clarity in learning is enhanced by the clear targets that are shared with pupils. There is a lack of sufficient challenge in some lessons in Key Stage 2 and pupils are often learning spellings that they already know. The ends of lessons are not always used to re-inforce the main learning thrust of the lesson. Literacy skills are not sufficiently emphasised in other subjects of the curriculum.
87. The school library is unsatisfactory and is not attractive or stimulating. It would benefit from careful planning to create a more conducive environment for learning. Many pupils were unable to explain clearly how to locate specific information or books in the library. The quality, quantity and range of books are inadequate. The school has extended the range of books and resources available for all pupils but this is still insufficient when compared to other schools.

88. The co-ordinator is enthusiastic and has worked hard to ensure the Literacy Hour is implemented effectively. Writing has been identified as an area for development after careful analysis of test results over time. Assessment information is beginning to be used to identify group and year targets. Assessment is not used consistently throughout the school to inform daily planning. Test results are recorded but there is no ongoing assessment.

## **MATHEMATICS**

89. Standards in mathematics are below the national average at the end of both key stages. Inspection findings confirm the school's results in the 2000 national tests. Progress since the last inspection is less than satisfactory when standards at the end of both key stages were judged to be in line with national expectations. However, the standards being reached by the present Year2 group show some improvement over last year. There is no appreciable difference between the performance of boys and girls in Key Stage 1 in the 2000 national tests. In Key Stage 2, the performance of boys was slightly better than that of girls. When compared to the results of similar schools, the school's results are below average in Key Stage 1 and well below average in Key Stage 2. The trends over the past four years have been steady sustained improvement in Key Stage 1 and slight, though erratic, improvement in Key Stage 2.
90. The mathematical attainment of pupils on entry to the school is below average and also slightly below average on entry to Key Stage 1. Pupils' standards in mathematics are still below average when they enter Key Stage 2. However, a significant minority is working at levels in number and shape, space and measure which suggest that they will reach above average standards at the end of the key stage.
91. In the present Year 6, standards of work show some improvement in number and shape, space and measure. However, the varying quality of teaching and the setting of the same work to all levels of ability mean that pupils of greater potential are not fully challenged and will remain slightly below average overall at the end of the key stage.
92. The subject co-ordinator has recently been working with the Local Education Authority mathematics' advisor to analyse the school's 2000 test results. This analysis has provided a clear pattern of areas of weakness. The intention is to develop a programme of work which will address these weaknesses. If this is rigorously implemented, it will have the effect of raising standards.
93. The National Numeracy Strategy has been well implemented. All pupils, including those with special educational needs, are making good progress in the development of mental strategies and their ability to explain their thinking. Most teachers do not limit the different ways in which individual pupils approach mental calculations. This enables pupils to learn from each other when they explain their strategies in the end of lesson reviews. This is effectively raising standards.
94. The emphasis on the areas of number and shape, space and measure in Key Stage 1 is having the effect of raising the level of basic skills throughout the key stage. Pupils are offered limited opportunities to be involved in open-ended mathematical investigations and, while this area of the subject could be further improved, the emphasis on the attainment of basic skills and knowledge of number, shape, space and measure is appropriate.
95. The mathematics curriculum in Key Stage 2 is broad and balanced, covering all areas of the subject adequately. Pupils extend their basic skills satisfactorily and the majority work at average standards in all areas of the subject. However, much of the work seen had been set to pupils of all abilities, including those with special educational needs, at the same level. This enables average pupils to make satisfactory progress but inhibits the progress of lower attaining pupils, including those with special educational needs. While there is some intention within the school to extend higher attaining pupils, they spend too much time completing repetitive work, which they find too easy. This lack of challenge means that they do not make the progress that they are capable of and are not achieving the higher levels.
96. All pupils enjoy their lessons in mathematics. They are almost always very well behaved and

concentrate well on the tasks that they are set, even when these are not appropriately interesting or challenging.

97. Pupils with special educational needs are often withdrawn from numeracy lessons for literacy support. This means that they are not given equal access to the mathematics curriculum and they do not make satisfactory progress. Progress throughout the school is unsatisfactory as standards on entry are below average and remain at that level at the end of both key stages.
98. The quality of teaching is satisfactory overall but varies between key stages and year groups. In Key Stage 1, a half of the teaching observed was satisfactory, a quarter was good and the rest was very good. In Key Stage 2, one lesson seen was very good, two were good and two were satisfactory. In two lessons observed, the quality of teaching was unsatisfactory. Good teaching was characterised by teachers' good subject knowledge and high expectations of pupils' behaviour and their potential to achieve. The teacher's enthusiasm was transmitted effectively and good pace was maintained. For example in a Year 2 lesson, the teacher made very good use of folding charts to challenge pupils to calculate unseen numbers and pupils rose enthusiastically to the challenge. Later, during the main task, there was a working 'buzz' in the classroom, with all pupils working hard and co-operatively to meet the teacher's high expectations. In a Year 6 lesson, the teacher generated a sense of fun in the introduction when challenging pupils to convert weights between imperial and metric systems. All pupils rose to the challenge well and used their good mental strategies to discover patterns to make conversion easier and quicker.
99. Teaching is unsatisfactory when the teacher's subject knowledge is insecure, objectives are unclear to the pupils and work is not matched adequately to pupils' capability. It is also unsatisfactory when the development and organisation of the work that pupils undertake excludes a large number of SEN pupils who are effectively denied equal access to the mathematics curriculum. This was the case in one lesson with a class containing older pupils from two year groups. Numeracy skills are not sufficiently used to reinforce learning in other subjects.
100. In numeracy lessons, teachers group pupils according to their abilities and plan to modify the level of work for lower and higher attaining pupils. These groupings are based on the results of statutory and non-statutory tests. The majority of teachers do not fully understand the principles of day-to-day assessment or the use of the information which that would produce. While the school has planned professional development for all teachers in this area, at present, the quality of day-to-day assessment is unsatisfactory.
101. The school recognises that standards must be raised. The subject co-ordinator has undertaken extensive training and is enthusiastic in her planning to properly analyse test results and identify areas of weakness. She is developing a programme of study to address specific weaknesses and so raise standards. Resources for the teaching of mathematics are adequate and most teachers make good use of the resources available.

## **SCIENCE**

102. Standards in science are in line with national expectations by the end of Key Stage 1. However, attainment is below average by the end of Key Stage 2 and pupils are making little progress, particularly in the area of scientific enquiry. By the end of Key Stage 1, teacher assessments in 2000 show that the percentage of pupils achieving the expected level 2 in science is above the national average, although the percentage of pupils achieving the higher level 3 is below the national average. There is little difference between the attainment of girls and boys. By the end of Key Stage 2, the percentage of pupils attaining the expected level 4 in the statutory tests is well below the national average. The percentage of pupils attaining the higher level 5 also falls well below the national average. When these results are compared to similar schools, they are well below average. At Key Stage 2, there is insufficient opportunity for pupils to carry out experiments and record their findings. Trends over time show fluctuating results with the 2000 results at a very low level. This pattern closely mirrors the long term absence periods of the science co-ordinator and key teachers in the school.

103. By the end of Key Stage 1, pupils have an understanding of living things and have a growing awareness of the need for a healthy diet. They have a sound understanding of which day-to-day appliances use electricity and are able to identify the dangers using the correct terminology of socket and double adapter. Pupils are able to identify the properties of a range of common materials. Higher attaining pupils can record and explain how some materials alter when heated. By the end of Key Stage 2, they understand the process of sieving and can use the appropriate terminology when identifying the difference between a mixture and a solution. In Years 3 and 4, pupils learn that the earth, sun and moon are roughly spherical, using secondary sources to come to their conclusions. Older pupils learn about materials and their properties, much of which is little different from that covered in Years 3 and 4. Graphs showing how pulse rate changes with exercise are accurately drawn but conclusions are not reached through interrogating the data. Pupils can record the teacher demonstrated investigations but are not asked to anticipate what the outcome might be or evaluate findings once the demonstration is completed.
104. Pupils' progress is satisfactory at Key Stage 1. Teachers' good questioning and thorough planning enable pupils to re-cap on previously learned work at the beginning of lessons. Older pupils offer suggestions as to outcomes and give reasons based on previous learning, although this is not consistent throughout Key Stage 2. Progress for the majority of pupils is unsatisfactory at this key stage because work is not well matched to pupils' capabilities, teachers' lesson plans are sometimes inadequate and there is insufficient emphasis on scientific enquiry.
105. Pupils have very good attitudes to learning. They are keen to answer questions and remain interested for long periods and, in some cases, cramped conditions. Equipment and resources are treated with care and, when required, pupils work well in a collaborative situation. Pupils concentrate well and stay on task throughout science lessons.
106. Teaching across both key stages is satisfactory, with some good lessons observed. Features of good lessons include specific learning targets being shared with pupils and teachers, using questioning to inform, motivate and engage pupils, taking them through a series of sequenced steps of learning. Teachers have a good knowledge of science but in some lessons aspects of health and safety are not fully addressed. Pupils with special educational needs are withdrawn from some science lessons and hence miss much of the work covered. This has a detrimental effect on their progress. Lesson plans do not show how work is to be matched to pupils' capabilities other than in methods of recording.
107. The management of the subject is unsatisfactory. The curriculum covers all the programmes of learning for science but, at Key Stage 2, there is insufficient emphasis on scientific enquiry. The long and medium term planning is based on a published scheme of work (QCA) with no adjustment as to how it will be used in the school. The role of the co-ordinator has not been developed since the last inspection. Teaching is not monitored and data collected from testing is not used to improve standards. There is no overall knowledge of the strengths and weaknesses of science in the school. The co-ordinator has attended training but there has been no opportunity for other staff to develop their skills. There is a satisfactory range of resources and they are used appropriately to deliver the programmes of study.

## **ART AND DESIGN**

108. Overall, attainment in art is in line with expectations at the end of both key stages. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Children in the reception class have enjoyed working on symmetrical designs with crayon, poster paint and chalk.
109. By the end of Key Stage 1, pupils' attainment, especially in drawing and sketching, is at the expected level. This competence in using dry media, pencils, charcoal etc, stands them in good stead at Key Stage 2. Pupils' attainment in other aspects, such as painting, shows an average



range of skill and understanding. Pupils in Year 2 have painted portraits of themselves. They have also experimented with visualising a picture from a small section and extending it and imagining what is around it. Higher achieving pupils are working well above expectations and develop quite complicated pictures from a simple stimulus. There is sound development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. In Year 2, they have produced sketches in charcoal in the style of William Morris. The oldest pupils in Year 2 have learnt to use a larger range of materials and show increasing control of tools.

110. By the end of Key Stage 2, pupils are competent at colour mixing and matching, using pastels, and are able to use a variety of media, like charcoal, to achieve the results they want. Year 3 has experimented with stencilling and print-making techniques. They are learning to evaluate their work. There is a readiness to question, adapt and modify their own work and learn from their own mistakes. Standards achieved in painting are within the average range. Some higher attainers in Year 6 show competence painting with pastels. Others are learning how to focus and improve the scale of figures. They attempt to blur their drawings to give the figures movement. They are beginning to compare methods and modify and improve their work to meet their intentions. Pupils with special educational needs make appropriate progress overall and use the skills they acquire in other subjects.
111. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals and most can also co-operate well in groups when required to do so. Behaviour in lessons is always good.
112. The quality of teaching is good, overall. It is good in the Under Fives and Key Stage 1 and satisfactory at Key Stage 2. Teachers have a good understanding of the subject, although some lack confidence in certain areas of learning and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. Teachers are responsible for their own assessment. However, most are not assessing and recording pupils' individual progress in art. Although good learning is taking place at both key stages, there is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. Examples of good learning and progress include a clear development in pupils' observational skills and in their understanding of artistic elements as seen in Year 2 and 3. Progress in the presentation of illustrative work in other curriculum areas is weaker. The use of information and communication technology for graphic work is under-developed through the school.
113. The subject co-ordinator is committed to reviewing the scheme of work and plans the art curriculum well. However, she does not have the time to monitor the teaching of the subject adequately, or what is being learnt. There is no whole-school overview to monitor pupils' progress; consequently, assessment does not adequately inform curriculum planning. Pupils' level of skill in art and the progress they make at both key stages has been improved since the last inspection when it was below average.

## **DESIGN AND TECHNOLOGY**

114. Design and technology was not on the timetable at the time of the inspection and, therefore, no teaching was observed. Judgements are based on evidence gathered by talking to pupils and teachers and scrutinising planning and pupils' work. Attainment for pupils aged seven is in line with national expectations but for those aged eleven it is below.
115. At Key Stage 1, pupils design, make and finish a biscuit for Christmas. They know the ingredients required and the tools needed to prepare the biscuits. Much of this process is teacher demonstration but the pupils are aware of health and safety concerns. When decorating, they know the difference between the qualities of icing and chocolate. Pupils can evaluate their product and suggest ways of improving it. At Year 3, pupils can produce a picture frame that is free standing and stable. They are able to select suitable materials, make and finish their product but they do not

evaluate it or suggest possible improvements. The work older pupils in Key Stage 2 undertake does not comply with design and technology requirements.

116. The management of the subject is unsatisfactory. The subject is planned using the QCA scheme of work and is rotated half-termly with art and design. Long term planning is in place but elements of medium term plans were not available. The co-ordinator has been absent from school for a long period. There has been in-service training and support for the co-ordinator but other staff have received no help to improve their skills. No monitoring or evaluation of design and technology has been undertaken and hence there is no clear view of the strengths and weaknesses in the subject across the whole school. Resources are adequate to deliver the full curriculum. There has been little improvement in the subject since the last inspection. Standards are still below average at Key Stage 2.

## **GEOGRAPHY**

117. Achievement in geography is good at the end of Key Stage 1 and pupils' standards are above those expected for their age. At the end of Key Stage 2, achievement is unsatisfactory and pupils' standards are below those expected for their age. This is unsatisfactory progress overall since the last inspection when standards were judged to be in line with national expectations at the end of both key stages.
118. In Key Stage 1, pupils make good progress in their learning about their own environment studying their home and their school. They progress to learning about the wider world. In a Year 2 study of the village of Tocuaro in Mexico, pupils compare and contrast the life of Angelica in Tocuaro and their life in Leigh. They develop basic mapping skills and, by the end of the key stage, they know how to use a simple key. Pupils develop sound skills in the use of maps and atlases. They use their writing and art skills when writing accounts and drawing traditional designs of the culture they are studying.
119. In Key Stage 2, pupils' learning varies because of differing levels of teacher expectations. Some teachers choose to postpone half-termly units of geography study, leaving long periods of time between units of study. This makes pupils' overall levels of progress unsatisfactory.
120. The quality of learning for pupils with special educational needs is unsatisfactory. A significant number of pupils are withdrawn from geography lessons to receive additional literacy support. When this occurs, those pupils miss the majority of their geography lesson. These pupils do not have equal access to the whole of the school's curriculum.
121. In the three lessons observed in Key Stage 2, pupils enjoyed their geography studies and their attitudes to work were good in one lesson and very good in the remaining two. They think carefully before making observations or answering questions and listen carefully to their teachers and to each other.
122. No lessons in geography were observed in Key Stage 1 but the scrutiny of pupils' work indicates that teaching is good overall. At Key Stage 2, the quality of teaching was good in two lessons and satisfactory in the other. In a good lesson for a class of older pupils of two age groups, the lesson introduced the topic of the one way road system around the school. The class teacher showed very good local knowledge and used good levels of questioning to enable pupils to use their knowledge of the area. In a satisfactory lesson in another group of younger pupils, the planning for the lesson showed a great deal of discussion in planning a field study of noise pollution in the school.
123. A scrutiny of pupils' work in Key Stage 2 shows that pupils' progress is affected by variations in the expectations of teachers. One unit of study for a class of Year 5 and 6 pupils produced only three pieces of low quality work. Writing was limited to a few sentences and an attempt at drawing a three-dimensional section of coastline was low quality. Two pieces of work were unmarked. This is an unsatisfactory outcome for half a term's work. Some teachers have postponed the autumn term unit resulting in their pupils having no geographical experiences for a term and a half. This indicates that the overall quality of teaching in Key Stage 2 is unsatisfactory.

124. There is a sound school policy for geography and long term planning is translated into medium term planning using the units of work in the latest guidance on the subject from the Qualifications and Curriculum Authority (QCA). Medium term plans are well used in Key Stage 1 but, in Key Stage 2, different teachers interpret and use these plans in different ways. This lack of consistency adversely affects pupils' learning. Similarly there is no consistent assessment of pupils' work or monitoring of the delivery of the geography curriculum or the quality of teaching. The subject co-ordinator is unaware of the quality of pupils' learning experiences throughout the school.

## HISTORY

125. By the end of both Key Stages 1 and 2, pupils achieve standards that are typical for their age. They make satisfactory progress in developing a sense of chronology, historical knowledge and understanding. Pupils with special educational needs in Year 6 make less progress in their understanding of history as they are withdrawn for literacy support during the history lesson. Appropriate use is made of visits and local resources. Satisfactory progress is made in learning to use sources to find out about the past. No lessons were observed in Key Stage 1 but a close scrutiny of pupils' work and discussion with pupils enabled judgements to be made.
126. Standards in history have remained the same since the last inspection. There have been no significant improvements in the standards of work seen or the teaching observed. The school is using national guidelines for its planning.
127. By the end of Key Stage 1, pupils have satisfactory understanding of the life of famous people. Pupils in Year 2 know facts about the life and time of Florence Nightingale. Good organisation and use of a time line contribute to pupils' knowledge and understanding. Pupils in Year 2 write about soldiers surviving the war but dying of the filthy conditions in the hospitals. Pupils in Year 1 talk about old toys and compare them to those of today.
128. By the end of Key Stage 2, pupils use a range of evidence to find out about the life of famous people and the characteristic features of life in the 1950's and 1960's. High attaining pupils write a list of questions to guide research inquiry about the life of John Lennon. Pupils research information from the computer and record details about the life of John Lennon and the rise of the Beatles in Liverpool. Pupils describe styles of clothes, footwear and items of fashion. Average pupils and high attaining pupils have a clear understanding and knowledge of the chronological order of main events in history. In Year 3, pupils use photographic evidence well to write about the Roman invasion of Britain. They know that the Romans built roads and can discuss methods of warfare. High attaining pupils remember facts such as the Emperor Hadrian built Hadrian's Wall. There is a steady progression in learning through the school. Pupils in Year 4 use photographic and reference material to find evidence of poor and rich people in Tudor times. Pupils have a good understanding of how poor people lived and can contrast this with how rich people lived in Tudor times. Pupils with special educational needs and lower attaining pupils need support to identify information. Special educational needs pupils in Year 6 miss their history because they are having a withdrawal session with the special educational needs support teacher.
129. Teaching in history is good overall at Key Stage 2; teachers are knowledgeable and enthusiastic and this is reflected in pupils' positive response to the subject. A strength in learning is pupils' ability to research facts from sources of evidence and compare items to present day such as fashion items. Open-ended questions guide pupils to understand and identify a good range of facts about life in the 1950's and 1960's. Appropriate planning ensures progression and coverage. High attaining pupils in Year 6 explain the consequences of change, for example how the clothes and fashion differ in the 1950's and 1960's to the present day. Assessment in history is currently under-developed, as is use of different work for pupils with differing capability.
130. Attitudes are very good and pupils are interested in their work; this was particularly evident in Key Stage 2. Pupils in Year 6 show interest and enthusiasm researching information from the computer. They share information with others and work well in small groups.
131. Due to national initiatives, history has not received a main focus for review and, consequently, the

subject is still developing within the school. The co-ordinator is conscientious and has made a positive contribution to developing resources. Resources are, however, unsatisfactory and often reliant on teachers resourcing their own lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. In the last inspection report, standards in information and communication technology (ICT) were judged to be in line with national expectations and often higher. Progress since then has been unsatisfactory as standards in Key Stage 1 remain satisfactory but, at the end of Key Stage 2, they are unsatisfactory. The school does not meet statutory requirements in ICT in Key Stage 2 in modelling and control technology or in the use of ICT in the wider curriculum.
133. By the end of Key Stage 1, pupils have satisfactory levels of experience in basic word processing and in using computers to solve mathematical problems. For example, in a Year 1 lesson, pairs of pupils used a mathematics program to choose groups of objects by counting them to match the numbers shown on a dice. Each pupil has annotated work in various areas of ICT, including modelling, in a portfolio. Progress in Key Stage 1 is good.
134. By the end of Key Stage 2, the standards pupils attain vary widely depending on the confidence and subject knowledge of their teacher and whether they have a computer at home. Overall pupils' levels of attainment are below average in their knowledge and understanding of the use of computers in the wider world. They have few opportunities to use computers in the wider curriculum and the majority of pupils have very few experiences of modelling or control technology.
135. The quality of teaching is satisfactory at Key Stage 1 but, as it is unsatisfactory at Key Stage 2 it is judged unsatisfactory overall. This is recognised by the school. The parent teachers association raised a large amount of money, which has been used as part of the funding of a very good ICT suite that opened last year. The school planned and funded whole school professional development to raise the quality of teaching to enable the maximum impact of the new facility on raising pupils' standards. The ICT suite was commissioned ahead of time while the company providing the training postponed this training twice and, at the time of the inspection, this had still to be provided.
136. The quality of teaching, at present, is based on individual teachers' knowledge, confidence and competence with computers. This varies greatly and is evident in the wide fluctuations between classes in their use of computers. This is particularly the case in Key Stage 2. For example, pupils in a Year 6 class cannot remember how often they have used the new suite but do so each week. Another Year 5/6 class with a significant number of Year 6 pupils used the suite for the first time during the week of the inspection.
137. Pupils enjoy using computers and those who have few opportunities to do so look forward to using the computer suite regularly. Overall pupils in Key Stage 2, including those with special educational needs, make unsatisfactory progress.
138. The subject co-ordinator, who was very involved in the development of the ICT facility, retired recently after a prolonged absence. Consequently, the subject lacks leadership and direction.

## **MUSIC**

139. Only three lessons were observed over the inspection period. Attainment in music for pupils aged seven and eleven is in line with national expectations. Standards have been maintained since the last inspection.
140. At Key Stage 1, pupils can listen attentively and recognise the pitch of sounds. They sing expressively maintaining the rhythm of a song. One pupil describes the pitch of a note using a numerical scale from 0 to 60, whilst others can demonstrate graphically. At Key Stage 2, pupils can clap a rhythm, pass it around a circle and change it at any given point. They sing rounds with enthusiasm, although some have difficulty controlling pitch. Pupils learn the dynamics of a song and appraise their performance using a tape recorder. The annual musical production for parents

and governors enhances pupils' confidence to perform for an audience.

141. Attitudes to music are very good and pupils clearly enjoy what they do. They are confident and ask questions to check what is required of them and they make a sustained effort to perform well.
142. Teaching is good in both key stages. Teachers have clear objectives that are well understood by pupils and the pace of lessons is brisk. Pupils are given encouragement to perform both individually and in groups and their efforts are appreciated. At Key Stage 1, the QCA scheme of work is followed but, at Key Stage 2, there is no programme of study in place. The subject has not featured in the school development plan and no training has been provided to help non-specialist teachers improve their skills. The co-ordinator is aware of the situation and is currently considering an action plan. Resources are not sufficient to deliver the National Curriculum, some tuned instruments being in a poor condition. Homework is used appropriately.

## **PHYSICAL EDUCATION**

143. By the end of both Key Stages 1 and 2, pupils attain standards that are appropriate for their age. All pupils, including those with special educational needs, make satisfactory progress in their learning. No dance lessons were observed during the inspection week. Discussion with pupils and staff and a scrutiny of planning indicate progress in dance is satisfactory at Key Stage 1 but there is insufficient dance at Key Stage 2. The school is aware of this and hopes to remedy the situation in the near future.
144. Since the last inspection, standards have been maintained in the quality of work pupils achieve and the quality of teaching observed. There has been no significant improvement in any area of activity and the time spent on outdoor adventure activities has been reduced due to staffing difficulties within the school over recent years. The school is following national guidelines and planning, although there is inconsistency in this from Key Stage 1 to Key Stage 2.
145. By the end of Key Stage 1, pupils have good awareness of the effect of exercise on the body and they know a warm up is necessary before starting any exercise. They know that exercise makes the blood pump round the body quicker. Spatial awareness is well developed as pupils jog around the gym alongside others, although their resilience as they jog and jump could be better. Pupils in Year 2 travel on small body parts such as hands and feet and they identify and know which parts of the body they are travelling on. They crawl and are beginning to perform bunny jumps, developing confidence taking their body weight onto their hands. Some higher attaining pupils manage to jump with control. Pupils' link crawling movements with bunny jumps, but movement vocabulary is limited because they are only asked to combine these two movements. Pupils lift, carry and position apparatus very well, co-operating with others. They explore travelling on large body parts on the apparatus and high attaining pupils perform turning movements as they travel. The movements lack extension and quality because the teacher does not challenge the pupils to improve the quality of their work. Pupils' ability to observe and comment on each other's work is satisfactory.
146. By the end of Key Stage 2, pupils can explain the effect of exercise on the body and have some understanding of attack and defence strategies in games. Pupils talk about basic principles of attack and defence in an invasion game. Throwing and catching are well developed; pupils practise throwing in small groups and are developing an understanding of how to use the space in a game situation. In small groups, pupils improve their ability to move into a space. They explain and demonstrate how to intercept and gain possession of the ball. Pupils achieve good standards in swimming and all pupils attain standards beyond the expected level of attainment. They swim confidently on their fronts and backs and high attaining pupils dive and submerge well. Many pupils swim 50 metres or more. Swimming is well organised and taught by swimming pool staff. In gymnastics, pupils demonstrate a marked improvement in their ability to jump and land with skilled resilience. Pupils are confident travelling on to and off apparatus and high attaining pupils land on the high box on two feet and are beginning to straddle vault off the apparatus. Knowledge of dance composition and appreciation of dance as an art form are limited at Key Stage 2 because pupils lack experience in this area.

147. Pupils enjoy their lessons and have a good attitude to the subject. They are courteous, keen and interested in their work. In all lessons observed, pupils work well and remain on task throughout. Behaviour is good and pupils are sensible and responsible when using equipment and resources. They listen to instructions carefully and respond well to their teacher. Relationships are good. They work sensibly alongside others when travelling around the room and also in small groups, for example in Year 6 when playing a game of bench ball. Pupils are sensible and responsible when lifting, carrying and positioning apparatus, for example in Year 5 and 6 and in a Year 2 gymnastics lesson.
148. Teaching is satisfactory overall throughout the school but standards of attainment could be higher if lesson planning identified the lesson objectives more clearly. Planning identifies what the pupils will do but does not always mention what they need to learn or how they can improve the quality of their work. In Key Stage 2 gymnastics, pupils do not develop their ability to plan a sequence of movement because there is no requirement to do so. Teachers have good relationships with pupils and give clear instructions. Discipline and management of pupils are good. Teachers often say the movement was good but do not say why it was good and sometimes pupils are praised for good work when the quality of the movement is not good. Where teaching is less effective, there is insufficient emphasis on the quality of the work produced and insufficient guidelines to extend pupils performance. There is currently no assessment in physical education and lessons are insufficiently monitored.
149. Physical education has had a good profile within the school but is currently dormant and in need of a new focus. There are insufficient extra-curricular clubs within the school although there are strong links with the local community and many pupils are involved in these activities. Links with the community sports organisations for netball, football, rugby and athletics are strong and have a good impact on standards within the school. The school participates in local and area competitions. Parents make a significant contribution to after-school clubs such as netball.
150. The headteacher is caretaking as co-ordinator until the current staffing difficulties have been resolved. Resources are unsatisfactory for games, gymnastics and dance. There are insufficient games resources. Gymnastic resources are old and heavy for younger pupils to lift and carry. There are no dance resources to support teaching and learning in this aspect.