

# INSPECTION REPORT

## **SAINT CATHERINE'S RC PRIMARY SCHOOL**

Leyland

LEA area: Lancashire

Unique reference number: 119585

Headteacher: Mr C. Dunne

Reporting inspector: Mrs S. M. Barnes  
16249

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> October 2001

Inspection number: 194999

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 category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Moss Lane Leyland Preston Lancashire
Postcode:	PR25 4SJ
Telephone number:	01772 423767
Fax number:	01772 457656
Appropriate authority:	The Governing Body
Name of chair of governors:	Fr Denis McNamara
Date of previous inspection:	21/04/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
116249	S.M. Barnes	Registered inspector	Mathematics, geography, English as an additional language.	Characteristics of the school, standards, quality of teaching and learning, leadership and management.
31718	D. Shields	Lay inspector		How well the school cares for its pupils, links with parents and the community, attitudes, behaviour and personal development.
27899	G. Beasley	Team inspector	Foundation curriculum, equal opportunities, information communication technology, music.	The quality and range of the curriculum.
2911	E. Steed	Team inspector	English, art and design, history.	
22704	G. Williams	Team inspector	Science, design and technology, physical education	Special educational needs

The inspection contractor was:

Evenlode Associates Ltd  
 6 Abbey Close  
 Alcester  
 Warwickshire  
 B49 5QW

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 33 Kingsway  
 London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Saint Catherine's Roman Catholic Primary School is of average size with 214 pupils on roll, and is situated in Leyland, in Lancashire. Boys and girls from the immediate area, and from homes further a-field, attend the school from the age of four to eleven. Virtually all of the pupils are of white ethnic origin and speak English as a first language. Forty-one pupils are on the school's register of special educational needs and three pupils have a statement of their needs. The proportion of pupils who are eligible for free school meals is lower than in most schools. Attainment on entry is average overall.

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

This is an effective school that has made a good level of improvement since the previous inspection, and which provides a sound education for pupils of all levels of prior attainment and from all groups. The quality of leadership and management is satisfactory overall and that of the head teacher is good. Standards in the core subjects of mathematics and science are above average at the end of both key stages. Standards in English are average at the end of Key Stage 1 and above average at the end of Key Stage 2. The school provides satisfactory value for money.

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

- Leadership by the head teacher is good.
- Standards in mathematics and science are above average at the end of Year 2 and Year 6. Standards in English are above average at the end of Year 6.
- Attendance and attitudes are very good and pupils' behaviour and relationships are good.
- Provision for pupils with special educational needs is good.
- Provision for pupils' spiritual, moral and social development is very good. The provision for pupils' cultural development is good.
- The school works very well in partnership with parents and the community. Relationships with partner institutions are very good.
- The school takes good care of all pupils from all groups and all levels of prior attainment.

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

- The role of the curriculum co-ordinator in monitoring and promoting high standards in the subject areas.
- The formative assessment and its use in setting targets to raise standards of achievement for individual pupils.
- There are insufficient links between information and communication technology and other subjects.

(These areas are already identified by the school in its School Development Plan.)

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

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

There has been a good level of development since the school was last inspected in April 1997. Standards have been raised in design and technology and information and communication technology and the full requirements for teaching the subjects have been met. Teachers have had further training resulting in levels of knowledge and understanding being raised, and still more training is planned. Resources for information and communication technology have been significantly enhanced, as have resources for many other subjects of the curriculum. However there is still a need to develop some resources further, particularly in music, design and technology and science. This is planned in the forthcoming term. The provision for pupils in the reception class has been significantly improved. A co-ordinator has been appointed and there has been a very good level of improvement in the quality of teaching and learning for those children. There has also been a good level of improvement in assessment and in the analysis of test results to improve teaching and learning, particularly in mathematics. However, the school is aware that further development is required of on-going assessment of the work of individual pupils and in the use of information gained in this way to plan lessons

more accurately to meet pupil's specific needs. A three-year plan has been agreed for the development of all aspects of the school, as highlighted by the previous report. In addition much work has been done in developing the roles and responsibilities of the curriculum co-ordinators. They are now taking active steps to monitor the resources and planning in their subjects. However, they do not yet monitor the quality of teaching and learning in their subjects across the school, although training in the skills of classroom observation has been planned.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	C	E
mathematics	A	B	C	E
science	A	B	D	E

**Key**

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

As can be seen from the table above, the results of the end of Year 6 standards assessment tests in 2001 were average in English and mathematics and below average in science. However, these results were depressed by the higher than average number of pupils with special educational needs in that year group. The proportion of pupils who reached the expected Level 4 and above was broadly in line with the national results in English and mathematics and slightly below in science.

The results of the tests at the end of Year 2 in 2001 were above average in English, average in mathematics and well above average in science.

Standards are currently average in English at the end of Year 2 and above average at the end of Year 6. This is an improvement in standards by the age of eleven since the time of the previous inspection. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning in English in the infant classes and good progress in the junior classes. In mathematics and science, standards are above average at the end of both Year 2 and Year 6. In mathematics and science, their progress is good throughout the school. This is an improvement since the previous inspection, when standards were judged to be average. In physical education pupils make satisfactory progress in the infant classes and attain standards that are in line with those expected of pupils by the age of seven. They make good progress in the junior classes and standards are above those expected by the age of eleven. Standards in music have fallen since the time of the previous inspection and although they meet the expectations of pupils aged seven at the end of Year 2, they are below those expected of eleven year olds at the end of Year 6. Attainment in art is at the expected level at the end of Year 2 and Year 6, but as at the time of the previous inspection, insufficient attention is paid to three-dimensional work. In all other subjects of the curriculum pupils make satisfactory progress in their learning and attain standards in line with those expected by the end of Year 2 and Year 6. Pupils with English as an additional language make appropriate progress in line with their peers in all aspects of their learning. Children in the reception class make satisfactory progress in all six areas of the foundation curriculum. Pupils with special educational needs make good progress towards their learning targets.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their learning are very good. This has a positive impact on the progress they make.

Behaviour, in and out of classrooms	Behaviour is good overall. Behaviour in the playground and around the school is very good.
Personal development and relationships	Relationships are very good. Personal development is satisfactory. When given the opportunity, pupils take on responsibilities willingly. There are, however, too few opportunities for pupils to show initiative and to develop as independent learners.
Attendance	Very good.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.*

The quality of teaching and learning is satisfactory overall throughout the school. Teaching and learning in mathematics and science are good throughout the school. The teaching and learning in English and physical education are satisfactory in Years 1 and 2, and good in Years 3 to 6. Teaching of children in the foundation stage is satisfactory overall, this represents a considerable improvement since the previous inspection when it was judged to be poor. Teaching and learning in the non-core areas of the curriculum are sound overall. During the week of inspection, virtually all of the teaching was at least sound and much good and some very good teaching was observed. On the rare instances when teaching was poor this was due to insecure knowledge of the needs of the children and pupils involved and, on occasion, expectations of pupil response, which were too low. Literacy skills are taught appropriately in the infant classes and well in the juniors. Numeracy skills are taught well throughout the school. Pupils from different groups receive sound teaching overall. Pupils with special educational needs are taught well and make good progress towards their learning targets as a result.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has a suitable curriculum for all stages. Strategies for teaching numeracy skills are good. There are very strong links with community and partner institutions and the contribution of the community to pupils' learning is good. However, there are insufficient links with information and communication technology in all required subjects.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress towards their learning targets. They receive good support from teachers and learning assistants and acquire good skills in literacy and numeracy in relation to their prior attainment.
Provision for pupils with English as an additional language	Provision for pupils who speak English as an Additional Language is appropriate and they make steady progress in all areas of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There are many good opportunities for pupils to consider and reflect upon issues that they meet in life. Provision for pupils' spiritual, moral and social development is very good and for their cultural development it is good.
How well the school cares for its pupils	The school takes good day-to-day care of all pupils and is a very caring community. Very good support is provided for pupils and their families. Satisfactory procedures are in place for assessing pupils' attainment and progress in the core subjects. However, the use of assessment information to guide current planning is unsatisfactory.

The school works very well with parents. Links between school and home are very good and have a positive impact on standards throughout the school. The quality of information parents receive is very good. Parents support their children's learning very effectively.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the head teacher are good and under his leadership there has been a good level of improvement since the previous inspection. Co-ordinators' roles have been developed since the previous inspection, however they do not yet monitor teaching and learning in their subjects across the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities appropriately and are suitably involved in the day-to-day life of the school. Financial responsibilities are carried out appropriately. Currently under-spend is above ten per cent, however spending to improve resources has been identified as a target for the forthcoming term.
The school's evaluation of its performance	The school, under the leadership of the current head teacher, has evaluated its performance effectively and is taking appropriate action.
The strategic use of resources	Satisfactory. Support staff are particularly well deployed in supporting all pupils, especially those with special educational needs. The school has adopted the principles of best value for its purchases.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Parents feel that their children like school, and that they are making good progress.</li><li>• The teaching is good.</li><li>• The school works closely with parents. They would feel comfortable approaching the school with questions or a problem.</li><li>• The school is well led and managed.</li><li>• School helps pupils to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that their children do not get the right amount of homework.</li><li>• Some parents feel the school does not provide an interesting range of activities outside lessons.</li></ul>

The inspection team broadly agree with the positive comments parents have made. Pupils like school and the quality of teaching and learning is sound. The school is well led and managed and works closely with parents. Pupils are given suitable opportunities to become mature and responsible. However with regard to what parents would like to see improved, in the team's view there is an appropriate amount of homework set and a satisfactory amount of interesting activities provided outside lessons.

## **PART B: COMMENTARY**

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

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

1. Results in the end of year tests in English for pupils in Year 6 were above the national average in 2000. This was average when compared with results from similar schools based on the criteria of the proportion of pupils eligible for free school meals. Results in the tests for pupils at the end of Year 2 in the same year were below the national average in reading and well below the national average in writing. These were well below the results attained in similar schools. The results of tests in 2001 were broadly similar at the end of Year 6 and significantly improved at Year 2. Eighty six per cent of the pupils attained the level in reading expected of pupils by the age of seven (Level 2) and more than forty per cent attained the higher Level 3. Eighty eight per cent attained the expected level in writing and six per cent attained Level 3. Currently standards are average at the end of Year 2 and above average at the end of Year 6. Pupils' achievements are appropriate in the infant classes and good in the junior classes. This is an improvement since the previous inspection, when standards were average throughout the school.
2. In mathematics results in tests in 2000 for pupils aged eleven were above the national average. They were in line with the average for similar schools. At the end of Year 2, results in tests were well below average and well below those attained in similar schools. In the most recent tests, in 2001, results were broadly similar to the previous year for pupils in Year 6. However, results of tests at the end of Year 2 were improved with all pupils attaining at least Level 2 and just under half the higher Level 3. In work seen, standards are currently above average at the end of both infant and junior stages and pupils' achievements are good. This is an improvement since the previous inspection, when standards were average.
3. In science, assessments in 2000 at the end of Year 2 were below the national average. However results were above average in the end of year tests for pupils aged eleven, and average when compared to similar schools. Results were slightly lower in the tests in 2001, however eighty four per cent of the pupils still attained level four and above and twenty eight per cent attained the higher Level 5. In work seen, standards are currently above average at the end of both key stages and pupils' achievements are good. This represents a good level of improvement since the previous inspection, when standards were average.
4. Standards in information and communication technology, design and technology, geography, and history are in line with those expected at the end of Years 2 and 6. Standards in physical education are in line with those expected in the infant classes and above the national expectation in the junior classes. Standards in music in line with expectations at the end of the infant classes but are below those expected overall at the end of Year 6. Attainment in art is at the expected level at the end of Year 2 and Year 6, but as at the time of the previous inspection, insufficient attention is paid to three-dimensional work.
5. Pupils with special educational needs make good progress in all aspects of their learning, due to the good support they receive from teachers and support staff. Pupils with English as an additional language make satisfactory progress

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

6. Attitudes to learning are overall very good. Pupils like being in school and value school life. In lessons they show keen interest, concentrate hard and generally waste little time in getting down to work. The majority of pupils are eager to offer answers to

questions and share their own ideas. This represents good progress for pupils under five for it was stated in the previous report that their attitudes were then only satisfactory owing, in some cases, to poor classroom management. Elsewhere there has been maintenance of very good attitudes.

7. Behaviour in classes is good overall and sometimes very good however, there are a very few pupils – at the beginning and end of the junior years – whose unnecessary comments and noises can, on occasion, disrupt the concentration of other children. When working together in groups or pairs pupils usually co-operate effectively in sharing materials and equipment so requiring minimal supervision. They willingly collaborate in joint tasks, exchanging and discussing ideas to arrive at agreed decisions. These abilities were clearly demonstrated by older pupils as they constructed a play script during a literacy lesson.
8. Behaviour around the school is very good. Pupils are well mannered to their teachers, other adults and each other. They move around the school in an orderly manner, play amiably together, often in inclusive mixed-age groupings. No oppressive behaviour was witnessed during the inspection and pupils of all ages report that amongst the present children in the school there is no bullying. School property is treated with due respect, a factor that enables the school to remain the orderly community that was stated in the previous report.
9. When given the opportunity pupils take on responsibilities and carry out tasks willingly. These opportunities contribute effectively to pupils' personal development. For example, at the start of the new school year some of the young pupils become "guardian angels" and give support to those even younger than themselves. Some of the oldest pupils become prefects and take their duties very seriously, for instance answering the office telephone at lunchtime. Pupils are generally confident to offer their opinions and views. Such as during a science lesson, when discussing how to care for their teeth, they volunteered opinions in the knowledge that they would not be ridiculed or laughed at. They generally help and support each other well and collaborate whilst working independently of the teacher during group work. Pupils hold doors open for adults and stand to one side in the narrow corridors, without being asked. However, pupils rarely show initiative in investigative or research work in classrooms, such as selecting their own resources or asking to research information from books.
10. Pupils say they enjoy attending school. Their enthusiasm for school is shown in the high level of attendance, which is well above the national average. Rates have improved slightly since the time of the previous inspection. Unauthorised absence is minimal. Pupils, in the main, arrive at school on time. Registers are taken efficiently but all holiday over two weeks is marked as authorised, which is in excess of government recommendations.

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

11. The quality of teaching is satisfactory overall throughout the school, and many aspects of the teaching are good. During the current inspection, good teaching was observed in every year group. This is a significant improvement since the previous inspection, when although the quality of teaching was judged to be satisfactory overall, a fifth of the teaching observed at that time was less than satisfactory and a significant proportion of poor teaching was observed at that time.
12. In the reception class teaching for children in the foundation stage is satisfactory overall. Virtually all of the teaching observed was at least satisfactory and on occasion it was good. This represents a considerable improvement since the previous inspection, when teaching of children in the reception class was judged to be poor

overall. Currently teachers plan effectively and lesson planning clearly identifies learning objectives which are effectively matched to the recommendations for children in the foundation stage. Classroom management is very good and the children quickly settle into well-organised routines. This has a positive impact on their learning as they quickly learn what is expected of them and respond appropriately. The children are provided with a suitable range of guided and play activities and respond with enjoyment showing good levels of interest and concentration. They make appropriate progress in developing self help skills, such as learning to dress and undress for physical education lessons. The two teachers and the nursery nurse work closely together and as a result all children make at least satisfactory progress in learning basic skills. Teachers use assessment effectively in the reception class to identify the next steps in individual children's learning. This informs the provision of suitable activities and games.

13. The quality of teaching and learning at both key stages is satisfactory overall and leads to pupils making at least satisfactory progress in their learning. At the time of the previous inspection, pupils were judged to be enthusiastic learners, who settled well to their tasks. This continues to be the case. Virtually all of the lessons observed were at least satisfactory and some good, and on occasion very good, teaching was observed. In science and mathematics throughout the school and in English at Key Stage 2 the quality of teaching is good overall. As a result pupils of all levels of prior attainment and from different groups all make good progress in their learning in these areas. In science lessons planning is very thorough, as a result in a lesson observed for pupils in Year 1, the pupils were enthusiastic and listened attentively. Lessons are well thought out and there is a brisk pace. Teaching of the basic skills of literacy at for Years 3 to 6 and numeracy and information and communication technology throughout the school is good. Teachers have good knowledge and understanding of the numeracy strategy and teach it effectively. Numeracy lessons are well structured and the challenging whole class start to lessons results in enthusiastic response from pupils. As a result, pupils throughout the school are currently making good progress in their learning about number. Information and communication technology skills are effectively taught in the computer suite and there has been a significant improvement in pupils' learning since the previous inspection when it was unsatisfactory. Teachers' planning is a strength throughout the school. Lessons are carefully thought out to follow on effectively from previous work and teachers carefully ensure that they contain suitable support for lower attaining pupils as well as suitable challenge for higher attaining pupils. As a result of this careful planning, pupils find lessons interesting and memorable. They respond with good levels of intellectual and physical effort and try their best with the work they are set, showing willingness to concentrate on the tasks. The teaching of physical education for the oldest pupils is good and leads to pupils of all levels of prior attainment and from all groups making good progress in developing their skills. Teachers make effective use of warm up sessions to fully engage pupils and prepare them effectively for the lesson ahead. Good use is made of praise, teachers are confident in their knowledge and understanding of the subject and levels of pupil management are good. This has the effect of enthusing all pupils who take part in lessons whole-heartedly.
14. On the rare occasion where lessons are less than satisfactory, or where there are unsatisfactory elements in otherwise sound lessons, this is mainly due to lack of appropriate knowledge and understanding of the needs of the subject or the children. On a very few occasions, the teacher's expectation of pupils' behaviour and concentration was too low as a result these lessons lacked suitable challenge and pupils did not make sufficient gains in their learning at those times.
15. Teachers are aware that in the past boys in the school have performed less well than nationally in developing their literacy skills. As a result teachers are vigilant and use well targeted questioning to ensure that both sexes are fully involved in all aspects of each lesson and that materials for reading and writing tasks are chosen to be equally

interesting to all. Boys and girls respond well to their lessons and are generally well behaved and co-operative.

16. Pupils with special educational needs are effectively supported in their learning and make good progress towards their learning targets in lessons, groups work and individually. The high standards noted at the time of the previous inspection have been effectively maintained. Pupils who speak English as an Additional Language and potentially higher attaining pupils are appropriately supported in their learning and achieve suitable standards.

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

17. The quality of the curriculum has improved since the previous inspection and is now satisfactory across the whole school. The previous inspection identified significant weaknesses in the provision for children in the reception class and these weaknesses have been fully addressed and the curriculum is now satisfactory. The focus in all areas of learning in the classroom environment is planned precisely so that there is a specific learning intention in all the activities in which the children take part. For example, children enjoy making 'sand cakes' in the sand tray to celebrate the birthdays of their teddies, learning not only to mould the cake into shape but also to count out the correct number of candles to decorate each one. This signifies good improvement since the previous inspection. The curriculum across the school is broad, balanced and relevant for all pupils and meets statutory requirements. However, whilst the planned activities for pupils to learn their information and communication skills suitably in the suite, there are too few opportunities identified in all subjects so that these skills are practised and developed at other times. This remains an area for development recognised by the school in the detailed school development plan.
18. Provision for pupils with special educational needs is good overall. Procedures are in line with the Code of Practice and pupils make good progress in lessons. Individual educational plans (IEP's) are good. However, although full consultation takes place between the special educational needs co-ordinator and the teachers concerned, the process of drawing them up is inconsistent. The co-ordinator acknowledges this as an area to be addressed. Targets are precise and records kept, particularly by support staff responsible for pupils with statements. These are thorough, of high quality and offer specific targets for future planning and teaching. Effective links have been established with parents, and the governor for pupils with special educational needs is supportive. The co-ordinator is effectively considering ways of improving the current provision by formalising meetings with teachers and support staff. Teachers and support staff are aware of pupils' individual difficulties and are involved in setting targets.
19. The school's strategy for teaching literacy skills is satisfactory in Years 1 and 2 and good in Years 3 to 6. The school's strategy for teaching numeracy skills is good for all year groups.
20. Provision for pupils' personal development is satisfactory. Opportunities are provided for pupils to discuss issues of a personal nature as and when the need arises so that the raising of awareness about drugs issues is dealt with sensitively. In agreement with the school governors' recommendations, sex education is not taught, but questions are dealt with appropriately as they arise.
21. The provision for extra-curricular activities is satisfactory. When pupils are old enough they are given suitable opportunities to take part in musical and sporting clubs. Due consideration is given to equal opportunities so that the girls take part in football activities and the boys take part in the 'High Five' club to learn netball skills. The three

recorder clubs enable those pupils who take part to learn the descant, treble and tenor recorders as they become more skilled and this enables them to perform as an ensemble by the end of the year.

22. Provision for pupils' spiritual, moral, social and cultural development is very good overall. There are very good opportunities for pupils to talk about issues which concern them as and when the need arises. This gives pupils very good opportunity to consider their place in the world in which they live, their personal contribution and the effect their actions have on others.
23. Provision for pupils' spiritual development is very good and the high standards noted at the time of the previous inspection have been effectively maintained. Very good opportunities are provided for pupils to think carefully about the things that happen in the world over which they have control and for those that they don't. Issues and feelings are discussed openly to give everyone very suitable opportunities to talk about their views, feelings and opinions. This is especially evident during the residential visit for Years 5 and 6 when pupils meet a wide range of challenges which give them very good insight and opportunity to overcome their personal fears and concerns. Regular opportunities to consider and develop a respect and value for other faiths are offered through the 'Here I am' programme and through visits from the local priest to talk about and consider the Jewish faith. Knowledge and understanding of other faiths are considered during relevant celebrations of Diwali and Chinese New Year. Visits into the community to deliver parcels at harvest time also enable pupils to consider the needs of others.
24. The school provides very well for pupils' moral and social development. Relationships are strong due to the very good role models of all members of staff who care about the pupils very well. Suitable positive comments are made when pupils act with particular respect and good manners. The "guardian angels" (young pupils who help and look after children in the foundation stage.) provide very good support to the children in the nursery who are due to start school. The prefects take their responsibilities very seriously and through supportive encouragement from staff, they successfully use their initiative to organise their own rosters, thus making sure that they are where they are supposed to be to carry out their duties conscientiously. Lunchtimes are organised so that pupils can support each other and every opportunity is taken for pupils to be independent when getting and taking their plates back to the hatch. However, opportunities to develop initiative and independence in lessons are limited because teachers and support staff tend to organise resources for pupils rather than giving them the opportunity to organise their own.
25. Provision for pupils' cultural development is good. There is a good range of visits, which develop pupils' understanding of artists and musicians from other cultures. The work in art and design in Year 3 enables pupils to consider and learn about the patterns and colours used to create Indian, Mongolian and Israeli fabrics. Pupils' knowledge is used effectively to create their own designs. The Leyland schools' Arts festival provides good opportunity for the pupils to learn about different cultural dances and artists.
26. The school has a very strong community spirit, intrinsically linked to its very strong partnership with the church. This aspect has improved since the time of the previous inspection. The very good partnership regularly brings members of the parish, school, parents and community together. In the nearby community, for example, pupils personally deliver harvest gifts to local residents and senior citizens are invited to Christmas concerts where they are also served sherry and mince pies by older pupils. The school is involved in many events such as the Leyland festival and South Ribble arts festival. The immediate and wider locality is used well for educational visits, such as to the science museum; these visits support aspects of the curriculum. There is a

range of visitors each year, including artists and representatives from the emergency services; this enriches pupils' curricular experiences.

27. Relationships with partner institutions are very good. There is very good liaison with the independent nursery based within the school. The school regularly accepts pupils on work placements from nearby further education colleges and secondary schools. Trainee teachers also regularly have placements at the school. The school benefits from being part of the local consortia of catholic schools that provide opportunities to share expertise and good practice. There are good links with external agencies that support a number of pupils.

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

28. Taken overall, this aspect of the school's provision is good, but within this there are both very good and satisfactory features. The head teacher and staff know the pupils very well and provide a very supportive, friendly and caring environment for them to work in. This reflects the findings of the previous report. Because of the very good parental partnership this care and support also often extends to pupils' families. Day-to-day personal support for pupils is very good, because of this, pupils' work confidently and grow in self-esteem; this makes a positive contribution to the standards they achieve. Pupils' personal development is monitored very well. Every pupil is highly valued as an individual and encouraged to try his or her best.
29. Procedures to monitor attendance are good. Class teachers follow up instances where no reason for an absence has been provided. The head teacher is very aware of attendance concerns relating to individual pupils. The school's arrangements for monitoring and promoting acceptable behaviour are good. All teachers have a consistent approach to dealing with incidents of inappropriate behaviour. The head teacher closely monitors pupils whose behaviour does not reach the expected standard. Punishment is only rarely used because self-discipline and respect for others is promoted well as part of the school's ethos and the very good relationships that exist. Appropriate behaviour, effort and achievement are regularly rewarded. The school has good procedures to eliminate bullying and harassment. Very good relationships, mutual trust and respect between staff and pupil, and the values of co-operation, which are promoted effectively from pupils earliest days in the school, all contribute to the success of this area. Elements of the "Here I Am" programme and assemblies are all used to raise awareness of bullying and racial harmony.
30. The arrangements for child protection are good. The designated person has received appropriate training, teachers are aware of the procedures to follow if they have any concerns about pupils in their care. The governing body, however, has not yet approved the school's policy, which although it outlines procedures, does not contain guidance to ensure that the awareness of teachers is raised to the possible signs of abuse or neglect. Overall arrangements for health, safety and welfare are very good. Staff are all clear about the health and safety arrangements and teachers adopt safe practices in their day-to-day work. Regular fire drills are carried out and documented. Regular health and safety audits and risk assessments are undertaken. High priority is given to ensuring safety during the current building work programme. All staff have received first aid training and there are effective arrangements to inform parents about illness or accidents at school. Supervision arrangements are. Very good liaison with the secondary school to which the vast majority of pupils transfer ensures their smooth transition to their next stage of education. This is also the case when children move from the nursery, based on the school site, to full time education.
31. The arrangements to monitor and promote pupils' personal development are good overall. Teachers share and record on-going information about individual pupils. This together with information provided by parents both before and during parents' evenings is used effectively to build up an individual picture as each pupil moves through the



school. A satisfactory range of extra curricular activities, the chance to become prefects in Year 6 and opportunities to take part in class assemblies or school concerts all contribute to raising pupils self confidence and self esteem. But opportunities to develop pupils' independence, sense of responsibility and initiative are not consistently planned in all subjects and most research is not usually as a result of pupils' own initiative but linked to class work or homework, as a result pupils progress in this is inhibited.

32. Procedures for assessing pupils' attainment and progress are generally satisfactory in the core areas of English, mathematics and science. Appropriate and formal procedures are generally in place for these areas but have yet to 'bed in' to have sufficient impact to assist in raising standards further. The school has yet to develop procedures for most of the other subjects of the National Curriculum, and this has allowed some under achievement in subjects, for example, music. However, in aspects of some subjects, such as swimming and athletics in physical education, they are in place. In the core areas there is a focus for assessment of knowledge, skills and understanding in their record of achievement folders.
33. Procedures for assessing the needs for pupils with special educational needs are good. This involves partnership with the special educational needs co-ordinator, class teachers, parents and particularly support staff. Information is used well to plan lessons that provide a good level of challenge for these pupils and this supports the rate of progress made.
34. The use of assessment to guide curriculum planning is unsatisfactory. Teachers are beginning to compile evidence to indicate what pupils have understood and the skills they are developing and records of their achievement in the national and optional tests. However, the setting of pupils in ability groups and pupil tracking are in the early stages of development. The school adopts the system of an assessment team, which is a positive approach and is aimed at implementing and monitoring a consistent approach to improving pupils' standards as well as raising their own individual personal awareness. The school recently reviewed and revised the previous assessment policy, and the result is now a useful document. Portfolios are not yet a feature of assessment. Procedure and analysis of data to identify strengths and weaknesses of subjects and pupils have been started in mathematics but this is currently under-developed. The current status is that the school procedures for assessing pupils' attainment and progress is satisfactory and developing, but its analysis of data and inform planning is still somewhat imprecise and requires further development. Tracking of pupils' progress in non-core subjects across the school and setting individual targets based on previous attainment is not yet possible.

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

35. Parent's views of the school are very positive. They say they find the school friendly, are always made to feel welcome by staff and appreciate the opportunities to have informal discussions to discuss any concerns they may have. The partnership with parents has improved since the time of the previous inspection and contributes strongly to ensuring pupils are well supported during their time at school. Parents are encouraged to become involved in school life and with their children's learning. Many give freely of their time, helping regularly in classrooms and with other school activities. Parents support the work their children do at home, for example by hearing them read. Parents' support is valued by the school and makes a significant contribution to pupils' achievement. The school has regularly consulted parents on a variety of issues such as possible additions to the school uniform, and the pattern of consultation evenings and, where appropriate, it acts on the suggestions made. For example there are now three consultation evenings each year. Parents were involved in drawing up the home school agreement and the result is a well thought out document that fully reflects the expectations of the school. Returns of the signed document are virtually one hundred per cent signifying parents support for the schools aims and work. Parents help the school financially. There is an active parents and friends association (PTFA) that organises fund raising and social events. Money raised has bought additional resources for teaching and learning such as computers and mathematics resources. There is also culture of self-help. Parents helped to decorate and furnish the information and communication technology suite and they are currently involved in the development of the playground area.
36. The quality and range of information provided for parents is very good and is appreciated by them. There is a regular flow of day-to-day news, regular newsletters and a calendar of key dates. Notice boards are well positioned and display useful information. Outlines of homework arrangements has recently been reviewed and refined; the most recent information sent to parents was very detailed and informative. The school regularly holds evenings to keep parents informed about new curriculum developments such as the teaching of literacy and numeracy and changes to the foundation stage. There is, however, no information provided about what pupils will learn each term for example about a history or science topic. Reports to parents about their children's progress are very good. They provide a clear picture about what pupils know and can do as well as what they need to do to improve. Parents are encouraged to discuss and comment on the reports and this feeds into teachers' records. The school prospectus is detailed and contains all relevant information. The governors' annual report to parents, however, has some minor omissions in the detail it should provide, such as the dates of the forthcoming parent governor elections.

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

37. At the time of the previous inspection, the overall quality of leadership and management was judged to be sound. This continues to be the case, however the leadership by the recently appointed head teacher is good, and this has led to significant levels of improvement in several major aspects of school life in recent years. Standards in the foundation stage are significantly improved, as are standards in information and communication technology as a direct result of his effective leadership and management. The aims and values of the school are well known to all and are explicit in all aspects of school life. The commitment to raising of standards is shared by all school staff and governors. The good ethos of the school, the quality of relationships and equality of opportunity are inextricably bound to the Christian values it upholds. The acting deputy provides sound support for the head teacher in his work, but has a full time teaching commitment and so is unable to take on some tasks such as monitoring of teaching and learning. There has been little response to the advertisement to provide a permanent replacement for this role, which is similar to the

recent lack of response to advertisements for management roles in other local Roman Catholic schools.

38. At the time of the previous inspection, the governing body was judged to play a proper role in monitoring school activity and this continues to be the case. Statutory requirements are virtually all met, with the exception of some minor omissions from the governors' annual report to parents. Governors have a suitable understanding of the strengths and weaknesses of the school and what is required for further improvement. They effectively support teachers in their role and have an appropriate involvement in planning school development. The school development plan is a well-written document, which details plans of suitable depth and outlines development over the next few years. It includes details of responsible persons, time scales and cost and is a significant improvement since the previous inspection, when plans were judged to be too short-term in their outlook.
39. At the time of the previous inspection there was some monitoring of teaching and the curriculum, but this was judged to require further development. The current head teacher has implemented a sound system of performance management, effectively supported by the governing body. Teaching and learning have now been monitored in each class and suitable steps are being taken to develop the management roles of the curriculum co-ordinators. At this time co-ordinators monitor resources and teachers' planning and portfolios of work are being developed in some areas, such as geography, which will assist teachers in ascribing levels to pupils' work. However, there has not as yet been opportunity for co-ordinators to monitor teaching and learning throughout the school. This has been identified as a priority in the school development plan and training has been arranged to train teachers for this role.
40. The school budgets systematically for expenditure, which is identified in the school development plan. The finance committee has plenary powers in determining expenditure and informs the governing body of decisions made. The quality of resources for teaching and learning is satisfactory. There are good quality resources to support teaching and learning in information and communication technology. In most other subjects, resources are satisfactory. The school currently has a high under-spend but has identified expenditure in the current financial year to improve the quality, quantity and range of resources for subjects, such as science, design and technology, history, and music, where further improvements are required. Appropriate use is being made of modern technology to support the work of the governors and the school overall. Money from grants has been used as specified. The school effectively applies the principles of best value. The school secretary carries out the day-to-day financial management of the school very effectively and procedures are well established. The few recommendations in the most recent auditor's report have been addressed in full.
41. The qualifications and number of staff are currently sufficient to meet the needs of the school. Induction procedures are very good. The performance management process make sure that individual teachers have good opportunities to discuss their continuing professional development and suitable training opportunities are identified. Lunchtime staff and classroom learning assistants are also included and those who have attended training give good support in their particular aspect. Training is very much linked to priorities outlined in the school development plan.
42. The provision of accommodation is good, in line with the findings of the previous inspection. The school makes best use of the available space. Walls are decorated with good quality displays of pupils work and this enhances the learning environment. The library, however, is not situated in an area where it is easily accessible to pupils; the school is aware of this problem. The current building and refurbishment programme will extend and enhance the schools facilities. The playground has recently been enlarged and this area is now being developed further by the provision of

traditional games. The school building and site are free from any litter or graffiti, clean and very well maintained, by the conscientious caretaker and cleaning staff.

43. Taking account of the standards on entry, the progress pupils make in their learning and the quality of teaching and leadership the school provides satisfactory value for money.

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

In order to raise standards and the quality of education provided by the school further the governors and school should:-

- (1) Extend and develop the role of the curriculum co-ordinators in monitoring teaching and learning in order to promote higher standards in their subject areas.  
(Paragraph Nos. 39. 70. 76. 82. 99. 108. 113)
- (2) Developing on-going individual assessment and making appropriate use of the information gained in setting targets to raise standards of achievement for individual pupils.  
(Paragraph Nos. 32. 34. 111)
- (3) Identifying better links between the teaching and learning of information and communication technology and other subjects.  
(Paragraph Nos. 17. 70. 98. 107. 109)

(These areas are already identified by the school in its School Development Plan.)

In addition to the issues identified above the governors and school may wish to include the following minor issues for development in their action plan.

Continuation of development of resources, for example, in design and technology and art and design.  
(Paragraph Nos. 40. 76. 90. 94)

Extending planned opportunities for pupils' independent research.  
(Paragraph Nos. 9)

Increasing regularity of teaching and learning in music.  
(Paragraph Nos. 113. 116)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	19	12	0	2	0
Percentage	0	15	49	31	0	5	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.*

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils known to be eligible for free school meals	14

*FTE means full-time equivalent.*

#### 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	43

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	3.5
National comparative data	5.2

School data	0.1
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 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	22	12	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	22
	Girls	12	12	12
	Total	34	30	34
Percentage of pupils at NC level 2 or above	School	91% (84)	88% (84)	100% (97)
	National	84% (82)	86% (83)	91% (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	22	21
	Girls	12	12	12
	Total	30	34	33
Percentage of pupils at NC level 2 or above	School	88% (84)	100% (97)	97% (84)
	National	84% (84)	88% (88)	88% (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	15	10	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	9	9	9
	Total	19	18	21
Percentage of pupils at NC level 4 or above	School	76% (78)	72% (72)	84% (91)
	National	75% (70)	71% (69)	87% (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	9	9	8
	Total	16	18	20



Percentage of pupils	School	64% (78)	72% (75)	80% (91)
at NC level 4 or above	National	71% (67)	71% (69)	79% (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	0
White	214
Any other minority ethnic group	0

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

**Exclusions in the last school year**

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

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

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	31

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	128

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	1.8

**Financial information**

Financial year	2000
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	£
Total income	396,188
Total expenditure	361,912
Expenditure per pupil	1,732
Balance brought forward from previous year	44,278
Balance carried forward to next year	78,552

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	68

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	2	0	0
My child is making good progress in school.	47	47	4	0	4
Behaviour in the school is good.	55	30	12	0	4
My child gets the right amount of work to do at home.	31	43	9	7	10
The teaching is good.	60	38	4	0	0
I am kept well informed about how my child is getting on.	44	44	4	2	4
I would feel comfortable about approaching the school with questions or a problem.	75	15	4	4	4
The school expects my child to work hard and achieve his or her best.	75	24	0	2	0
The school works closely with parents.	47	44	4	2	2
The school is well led and managed.	60	35	2	2	0
The school is helping my child become mature and responsible.	50	47	0	0	2
The school provides an interesting range of activities outside lessons.	24	49	10	4	12

## 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

44. Children start the reception class in the September following their fourth birthday. They all attend part time initially, although at the time of the inspection all pupils were attending full time. Transition from the nursery to reception is smooth due to the very good induction procedures between the two settings. The reception teacher visits regularly prior to the children making their initial visit and the “guardian angel” scheme (where young pupils look after even younger children who have just started school) makes sure that the children learn and find out about school before they start. These schemes also put their minds at rest and stop them worrying unnecessarily about what are to them, very big issues.
45. Attainment on entry to the reception class is average in all areas of learning. All children make satisfactory progress and the majority attain the early learning goals in all areas of learning by the end of the reception year. They make particularly good progress in their early reading habits and skills and in the counting aspect of mathematical development so that by the end of the reception year a significant number of children exceed the early learning goals.
46. The quality of teaching is satisfactory overall, which is a marked improvement to the previous inspection, which judged teaching to be poor. Lesson plans identify precise learning objectives and this is based securely in the national guidance and recommendations for the foundation stage. Suitable play activities are organised through which children learn about the world in which they live. The teachers and nursery nurse work very well together as a team and this makes sure that they all clear about their roles and what they expect the children to learn. Consequently all children make at least satisfactory progress in learning basic skills.
47. There has been significant improvement in the quality of planning and classroom management since the previous inspection. Planning is detailed and includes a detailed focus to all areas of learning. The children enjoy taking part in the range of practical and structured play activities provided and as a consequence make at least satisfactory progress in all areas of their learning. Assessment is carried out carefully so that the teachers and nursery nurse can identify the next steps in individual children’s learning. This guides the provision of suitable activities and games.
48. Teaching is satisfactory and the children make satisfactory progress in their **personal, social and emotional development**. The children are learning to develop suitable self-help skills through quiet encouragement to change for and from physical activity lessons. They are all willing to have a go with buttons and shoes and are confident enough to ask for help when they get stuck. This is often provided in the form of advice on techniques to use so that the children soon learn to overcome their difficulties for themselves. Once the move into the new classroom is complete, the teachers and nursery nurse plan to develop additional opportunities for the children to locate, fetch and return their own PE kit to develop their independence further. The children also show good self care skills when they are in the dining hall, managing to line up and collect their own dinners before returning to their seats very sensibly. They use a knife and fork appropriately and behave very well at the table. Some activities are too directed however, and the children are given too little opportunity to develop their own ideas and independence well enough. This is reflected in the limited opportunities to take part in self-directed tasks and through not always being given the opportunity to find their own space and develop their own movements in dance.

49. Children are encouraged to play suitable games where they learn to take turns and share equipment both in the classroom and outside in the playground. When in the 'hospital' role-play area, the children act out pretend situations helping each other to cure the teddies ills and make them better. These skills of co-operation are developed further through fun games and activities. The children recall playing 'Marsh Monsters', a parachute game which encourages them to take turns and play together in a well planned fun activity.
50. Suitable emphasis is given to the development of **communication, language and literacy** so that the children make satisfactory progress in this area of learning. Through gentle encouragement, the children talk happily and confidently about their personal experiences using appropriate language. The teachers and nursery nurse ask pertinent questions which inspire the children to talk about their work and to comment about stories they have heard, supporting with the correct vocabulary as and when necessary. The acting out of 'We're all going on a Bear Hunt' was spoken with very good expression and the children made sure that the listener knew that they were not scared until they found the bear in the cave. The role-play areas give good opportunities for children to talk together in a focused activity, which requires them to use specific language.
51. Due to good teaching in reading and in particular raising the children's awareness of letter sounds, the children make good progress in developing their early reading skills and habits and many children exceed the early learning goals by the end of the reception year. Planning is structured and follows the guidance in the National Literacy Strategy. This means that the children learn new sounds in a progressive way taking part in practical and suitable activities. Stories are carefully chosen to match the interests of young children and also give good opportunity to learn about the way stories are structured as well as learning a few words by sight. By the end of the reception year, the children are confident readers who know and talk about their favourite stories and authors. All those asked were confident to read their chosen book making good attempts at unknown words.
52. The teaching of writing is satisfactory and the children make sound progress in developing their writing skills. Many suitable opportunities are provided for the children to write about the things that interest them. The writing area is well stocked with a range of pens, pencils, crayons and papers and linked with the focused planned enables the children to become confident writers. Many children are already making marks on paper to which they ascribe meanings, reading their stories back confidently. Assessment is carried out conscientiously so that teachers know precisely what the children need to do next.
53. The teaching of the children's **mathematical development** is satisfactory. They make expected progress in gaining mathematical knowledge and understanding and the majority attain the early learning goals by the end of the reception year. Particular emphasis is placed on teaching the children to count and recognise numbers. Well structured activities make sure that the children get regular opportunity to read, order and count accurately groups of items up to ten and sometimes beyond. When they are ready, simple activities to develop their understanding of one more and one less are introduced and the children enjoy putting their numbers in order or counting the correct number of jumps to make with their teddy bears when playing a game with dice. They have a good knowledge and understanding of regular shapes such as circle, square, rectangle and triangle and are developing suitable language for describing the size and position of objects.
54. The children start school with average **knowledge and understanding of the world**. This area of learning is taught effectively through carefully planned themes and activities so that the children are learning about the world in which they live through suitable first hand experiences. The nature table in the classroom is added to regularly

as the children continue to collect a range of interesting objects about autumn. They enjoy showing their collected items to their teachers and to each other and are proud when asked to add this to the collection. Posters are displayed around the classroom, which invite the children to consider their own bodies and how to take care of them. This is also reinforced suitably through the 'hospital' role-play area. The theme 'Beginnings' offers the children good opportunities to think about their own well-being and to consider the needs of others. The story 'A piece of Cake' by Jill Murphy, used to introduce the learning about healthy eating, interested the children and kept their attention focused so that they were able to talk about healthy and not so healthy foods afterwards. As a result of satisfactory teaching, the majority of children achieve the early learning goals by the end of the reception year.

55. Children enter school with average **physical development** skills. They make satisfactory progress and by the end of the reception year most children achieve the early learning goals in this area of learning. The children have an awareness of space and are able to find their own space when asked. They move confidently into spaces giving due consideration to their own and others safety. Due to the current building work, the children do not have the opportunity to use the outside area to support their learning as often as they would like but the planned use of the outdoors is included in the development plan. Suitable emphasis is given to developing fine motor control through moulding play dough. This strengthens the children's hand muscles and develops the finer finger control movements. Scissor skills are not so well developed and further opportunities are planned for this aspect. Due to the range of opportunities provided for writing, most children have a suitable pencil grip and are beginning to form most letters correctly.
56. Children make satisfactory progress in their **creative development** and most achieve the early learning goals by the end of the reception year. Singing is particularly good due to the range of opportunities provided for the children to sing. All children sing tunefully and with good volume and obvious enjoyment during assemblies and whenever rhymes are sung in the classroom. Words can be heard clearly. Appropriate activities are planned for the children to learn about the many sounds that can be made on percussion instruments. During one activity, they used the instruments very imaginatively when adding sound effects while acting their story of a 'Bear Hunt'. Suitable opportunities are provided for the children to paint evident by the display of the teddy bears' picnic in the classroom.

## ENGLISH

57. Standards are at the national average for pupils seven at Year 2 and above the average for pupils aged eleven at Year 6. In the infant classes this represents a return to the standards and progress reported at the previous inspection. In the junior classes there has been a rise in both standards and progress since the previous inspection when standards were stated to be average. Pupils of all levels of attainment and from all groups make satisfactory progress overall in the infant classes and good progress in their learning in the junior classes.
58. As at the time of the previous inspection, pupils' speaking and listening are overall satisfactory and there is a significant minority of pupils in each class whose attainment is good. Pupils are encouraged to offer answers to questions and to explain their own thoughts in complete sentences. When asked to share ideas in small groups and to come to conclusions, pupils talk together effectively communicating their thoughts clearly. Pupils engaged in conversation were often eager to use their knowledge to convey answers, were polite and followed the conventions of discussion by waiting for others to finish before talking themselves. A notable feature of lessons is that teachers are often careful to ensure that pupils are helped to understand any "new words". This

has led, for example, to Year 6 pupils showing obvious pleasure in being able to use correct historical terminology. Teachers use open-ended questioning well in order to elicit longer answers. Care is also taken to ensure that pupils with special educational needs are given equal opportunities to express their ideas. The school's programme to give pupils a range of opportunities for speaking was seen to be developing confidence during a Year 3 history role-play and a script read-through in a Year 5 and 6 class.

59. Pupils' reading standards in Years 1 and 2 are similar to those reported following the last inspection. By the end of the infant stage most pupils attain the national average. They read texts appropriate to their age with accuracy and understanding but, except for the highest attaining pupils, their expressive reading is not developed to the same standard. Whilst they have been taught phonics, not all pupils use these skills effectively to sound out words unless they are directed to do so. Pupils in Year 2 use the contents and index pages of non-fiction books to retrieve information. They recall what has happened in stories and sometimes express their likes and dislikes of characters. The ability to predict what might happen next in a story is less secure. They have knowledge of where to find the title and author of books and higher attaining pupils can give the illustrator and the publisher. Most pupils have collections of their own books at home. Some pupils state that they are heard to read regularly at home, but others claim to be less well supported. All are heard to read by their teachers in school who keep suitable records of their progress. During the Big Book shared reading sessions all pupils displayed obvious pleasure; they listened with rapt attention and were keen to answer questions on the text. Pupils cite these sessions as a reason for their liking of books and stories.
60. Progress in reading is satisfactory overall throughout Years 3 to 6 and in each year group there are pupils whose good progress ensures that their attainment is above the expected average standard. These pupils read accurately with good attention to expression, taking due note of punctuation and textual clues to pause appropriately. They are developing the ability to characterise speakers and, by Year 6 to raise or lower the voice according to the demands of the text. All pupils have secure book referencing skills. These skills were used to good effect in a Year 5 and 6 history lesson when pupils showed their ability to retrieve information from a number of books in order to answer specific questions. Higher attaining readers make sensible predictions and infer such things as relationships using clues within the text. They do not have secure knowledge of how to retrieve either fiction or non-fiction books from library shelves. The lack of a dedicated, organised library contributes to this lack of knowledge. One third of pupils interviewed claimed to be members of local libraries, but many of these apparently choose books randomly or have books selected for them by adults.
61. The school is aware of the problems caused by the lack of a school library, both as a resource and as an area to encourage and enhance independent learning. The school is fortunate in having the services of a parent who is a trained librarian. She has worked with the co-ordinator to remove old and/or unsuitable books and to begin classifying non-fiction books in class library collections.
62. Attainment in writing at the end of Year 2 is at the national average level. This shows an overall maintenance of standards since the previous inspection. However, during the period between the inspections the performance of boys fell well behind that of the girls. The school's focused concentration on this problem caused a twenty-two percent increase in boys' performance over the last year so that boys are now at the national average by the end of the key stage. Whilst this is a commendable upsurge in the boys' standards, the unconfirmed results of the statutory tests for 2001 show that no boy gained the higher Level 3 in writing. This target has yet to be achieved.
63. Handwriting in printed form in Year 1 varies between neat, uniform letters, arranged with good attention to spacing, to isolated letters of varying sizes. In all cases



improvement since the beginning of the year is securely in place. In Year 2 progress is maintained and presentation overall is of average quality. By this time higher attaining pupils are usually producing sentences that include both a capital letter and a full stop. They begin to seek interesting words for inclusion in their sentences. Spelling is often accurate for the commonly used words and less well known words have a sound phonetic justification. Elsewhere spelling is less secure, although the use of phonics remains constant. Punctuation is carelessly applied in too many cases where questioning reveals that pupils are fully aware of requirements but do not apply them.

64. By the end of Year 6, pupils' attainment is above the national average and progress across the key stage is also good. There are, however, some weaknesses that need to be addressed if standards are to be raised even further. Spelling is a weakness; much is caused by carelessness and a failure to consult dictionaries even when pupils have doubts about accuracy as they complete second drafts. Weakness in spelling was also stated in the previous report. Over-reliance is placed on phonic justification. In no lesson were dictionaries or thesauri on tables ready for use. Handwriting by some pupils is very good; presentation is neat and tidy and obviously laid out with pride. Overall, the quality of handwriting and presentation of work in practice books is better than that accomplished in workbooks.
65. A scrutiny of the work carried out by last year's Year 6 gives clear evidence that the programme of study for written work is being covered. Whilst more time is devoted to narrative, story and reported writing, satisfactory attention is paid to all other forms of writing either in English lessons or in other curriculum subjects.
66. At the end of Year 6, pupils are well practised in drafting and redrafting. They actively seek alternative, more interesting words to suit with more impact the mood, atmosphere and audience. A characteristic of better writing is the richness of language used. Punctuation is generally used accurately; the conventions of using a new line for each new speaker and the ordering of text into paragraphs are well understood. During a Year 5 and 6 lesson pupils very clearly demonstrated their knowledge and use of the difference between script writing and narrative with dialogue. In a Year 4 poetry lesson pupils showed their developing skills in considering whether their "first thought" verbs and adjectives provided the best solutions to the strength of the metaphors being constructed. In both lessons evaluation skills were well to the fore during the plenary discussions.
67. Pupils' response to their work is good overall. Where work presented is particularly focused and challenging they respond accordingly; even on the occasion where in one lesson a few pupils caused disruptions, the majority of pupils maintained a good level of behaviour and attitude to their work. They concentrate well, listen politely whilst others are speaking and are keen to participate in discussions and to put forward their own thoughts. When assignments bring them together in pairs or groups they co-operate and collaborate effectively.
68. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. During the week of inspection the teaching seen was good overall - and on one occasion very good - with none of the unsatisfactory lessons stated for the previous inspection. Planning for lessons is satisfactory; tasks assigned to groups are suitably challenging and based on teachers' good knowledge of the pupils. The school does not use a common format for lesson planning and this results in some lessons not recording the assessment opportunities decided upon within the planning process. The best lessons engage pupils' interest and maintain their concentration. Expectations are high and these are communicated to the classes, this has a positive effect on learning at these times. The pace of lessons is appropriate to the task and good preparation results in very little loss of time on organisation or administration. The quality of questioning is generally good and is focused well on the known abilities of groups or individual pupils. Specialist staff, informed classroom assistants or the class teachers

support pupils with special educational needs very well. These pupils are expected to take an active role in lessons and, thereby, they make good progress. In lessons relationships are very good and this factor greatly supports learning.

69. The marking of pupils' work was said to be variable in the previous report. There was then an overall lack of information given to pupils to inform them of how work may be improved. This aspect of marking has been addressed to some degree. Marking is regular and usually encouraging. Pupils receive advice on how to improve work but this is not always offered regularly. Words such as "super" and "excellent" are sometimes over-used for average level work and, occasionally, there is no apparent check that pupils have followed up the teachers' advice on how work may be improved. In Years 1 and 2 marking tends to be more encouraging than a medium for offering advice, but pupils do receive help orally.
70. As at the time of the previous report, subject leadership is satisfactory overall. Whilst the co-ordinator still does not receive opportunities to scrutinise short-term planning - in order to check that progress and continuity are being properly addressed - or to monitor the standards of teaching and learning in classrooms, the current head teacher has now begun to put changes in place. The co-ordinator has not yet monitored teaching and learning but has recently received training in order to prepare for this role. This process is planned to begin during the current school year. Assessment procedures are now more structured to inform teachers' planning and there are sheets for individual pupils upon which are recorded their attainment from tests administered during each year as they move through the school. This is having a positive impact on standards. Targets are set for class and group work. In some instances individual pupils also receive targets, but this is an assessment area for development. Information and communication technology is being used appropriately in classrooms but there is no established use by all pupils as a means of drafting and redrafting their work on screen.

## MATHEMATICS

71. The school has placed a specific focus on the introduction of the numeracy strategy and currently teaching and learning is good across the whole school, pupils from all groups and of all levels of prior attainment achieve well and standards are in line to be above average at the end of Year 2 and Year 6. This represents a good level of improvement since the last inspection. At the time of the previous inspection standards were judged to be average at the end of both key stages. National comparisons with end of key stage test results in 2000 indicated that standards at that time were well below average at the end of Year 2 and above average at the end of Year 6.
72. Teachers provide pupils with good opportunities to apply their developing mathematical skills and knowledge. In the infant classes, pupils learn to recognise simple relationships and patterns in number and start to give reasoned answers to demonstrate how they have arrived at their answers, as when solving problems with money. This is effectively developed in the junior classes and pupils learn to develop their own strategies for problem solving. For example, pupils in Years 5 and 6 compare the relative values of various fractions and try to find the solution to the problems they are set by trying out their own ideas and checking that the answers are reasonable. Higher attaining pupils are suitably challenged in this and learn to provide reasons for their conclusions. As a result pupils throughout the school have good attitudes to mathematics lessons. They behave well, listening attentively to their teachers and each other and developing good levels of concentration.
73. In learning to use and apply number, pupils in the infant classes are given a good start in learning to use addition and subtraction facts to a hundred. When working with money they start to use decimal notation correctly and many competently write amounts greater than one pound sterling correctly. Teachers give pupils suitable regular opportunities to develop skills in solving money and measurement problems using mental calculation. This good progress is maintained in the junior classes and pupils develop a good understanding of place value, learning to multiply and divide by one hundred and a significant proportion by one thousand. They use the four operations of mathematics with developing confidence and arrange decimals in order to three places. Higher attaining pupils confidently use different methods to multiply two digit numbers by three digit numbers and know to check their results.
74. Pupils in infant classes make an effective start in learning about shape. They learn the correct terms for common two and three-dimensional shapes and can describe their properties, such as how many sides and corners they have. In the junior classes they develop this work further and learn about regular and irregular polygons. Teachers are very effective in making teaching and learning memorable in these lessons and use a range of effective strategies to ensure that pupils of all levels of prior attainment and from different groups make suitable progress. For example, good opportunities are given to pupils to demonstrate their developing knowledge and understanding of shape to the rest of the class. This ensures that pupils are all interested and keen for their opportunity to come to the front and as a result levels of participation and concentration are high.
75. Pupils make sound progress in learning to handle data and present it clearly. In the infant classes they are given suitable opportunities to sort and classify materials and objects using a range of reference points. In the junior classes this is effectively linked to topic work and pupils learn to calculate the proportions of the different ingredients in canned soup, for example and to show these as percentages, which they then present in the form of a pie graph. Pupils take care with the presentation of their work, and ensure that it is neat and clear.
76. The management of the subject is satisfactory and the co-ordinator has started to effectively analyse the results of end of year tests so that teaching focus can be more

effectively directed to areas that pupils have done less well in. The development of teachers' skill and confidence has been effective in raising the quality of teaching and learning overall. However the co-ordinator has not yet had the opportunity to monitor teaching and learning in each class and the assessment and its analysis is retrospective, rather than an on-going monitoring of the progress of individual pupils. The school is aware of this and there are plans to develop these aspects further in the near future. There has been a significant investment in improving resources since the previous inspection, but there are still some areas where practical equipment is limited. The school has plans to resolve this by further investment in the forthcoming term.

## SCIENCE

77. Standards in science at the end of Year 2 and Year 6 are above the national average. The progress made throughout the school is good, including higher attaining pupils and those with special educational needs. This indicates an improvement since the previous inspection, when standards were judged to be in line with national expectations at the end of both infant and junior stages.
78. The 2001 National Assessment Tests indicated that infant results were above the national average and junior results were in line. However, there was a large number of pupils with special educational needs in the previous Year 6. The results over previous years have been variable but the situation now appears to be stable. This is due to several factors. Planning has improved to ensure continuity and progression teachers have a more secure knowledge base and have higher expectations. To improve the situation further, the co-ordinator intends to establish optional tests to identify weaknesses more securely. The subject co-ordinator is working well with colleagues to continue to improve the quality of teaching and to raise standards.
79. Most pupils have a good knowledge and understanding across the science curriculum. In infant classes, pupils find out which would be the best sense to use in order to find out the flavour of crisps: look, smell or taste. They work collaboratively on the investigation discussing confidently and use scientific vocabulary giving their findings to one pupil in the group who records this information. Older pupils develop their awareness of different forces required to push and pull vehicles. Pupils in Year 3 identify the number of bones in their fingers and use pipe cleaners to model a hand, clearly indicating the bones and the joints. In Year 4, pupils investigate how sweet drinks can damage teeth and which parts become decayed. By the end of Year 6, pupils design and conduct their own experiment to test whether materials conduct electricity. In all classes pupils make predictions, compare them to their findings, record them and many are then recorded in graph form. By the end of Year 6, pupils have covered all aspects of the science curriculum well.
80. Pupils throughout the school show a good level of interest in science activities and are making good progress in their investigative and experimental work. All pupils, including the very young ones, understand the principles of a fair test. They know what they need to do and they predict, test, measure, compare and record.
81. The quality of teaching is good overall. Teachers have a secure knowledge of how to teach scientific enquiry, which most use to good effect in providing appropriately challenging and open-ended investigations. Almost all pupils show a level of interest and concentration in activities and almost all try hard to carry out their investigations carefully and accurately. Most teachers manage pupils well and this ensures that a good working environment is maintained and some teachers are very inventive in making lessons vibrant. There is generally very effective use of questioning to encourage pupils to describe and explain what they observe. All teachers encourage the use of scientific vocabulary appropriately and direct questions to involve all pupils. Great care is taken in all classes to ensure that pupils with special educational needs

are totally involved in all aspects of the science lesson. Very effective use is made of learning support staff to enable all pupils to make appropriate progress.

82. The co-ordinator works closely with colleagues to improve pupils' investigational skills but opportunity to monitor the quality of teaching, learning and standards are limited. Information and communication technology is under-used in the subject. Assessment is now being developed and improved resources, which are an urgent requirement to improve standards even further, have been identified in the school development plan.

## ART AND DESIGN

83. The previous inspection report stated that by the end of Year 2 and Year 6 the pupils' attainment was in line with national expectations for pupils of seven and eleven. Pupils of all levels of prior attainment and from different groups throughout the school make generally satisfactory progress in their learning and have maintained this overall standard. As at the time of the previous report, there was judged to be insufficient attention paid to three-dimensional work and this aspect of the subject remains under-developed and, therefore, unsatisfactory.
84. Two-dimensional work in Year 1 is above the national standard for children of this age. A study of the work of Monet has resulted in finger-applied paint portrayals of blossom that retain the style of the painter without slavish copying of his work. Of equally good quality are self-portraits in pastel that were executed after examining a range of portraits of children by famous painters. Each portrait is individual and reflects each pupil's view of him/herself. In Year 2 pupils demonstrate their ability to mix secondary colours from the primary colours and also to produce shades and tones. Charcoal drawings of plants from life show a sound development of techniques in a growing range of media.
85. The expansion of experiences in using two-dimensional media continues throughout the junior classes. In Year 3, following a study of applied patterns on fabric from a variety of cultures, pupils produced silk banners decorated with painted designs derived from their studies. This work, undertaken with a visiting artist, shows good control of the medium and a developing sense of tone and texture. The Year 4 pupils' drawings of figures taking part in sports events offer movement and lively action, whilst their pencil and chalk drawings of puppets show sound use of shading. Older pupils, who have studied the works of Pop Art painters, show clear understanding of the use of bright flat colours in their larger-than-life portraits.
86. The influence of pupils' art training can be seen in the quality of the drawings carried out in subjects across the curriculum.
87. Pupils have retained the enthusiasm for art demonstrated by their counterparts during the previous inspection. Their attitudes to the subject are very good. They are proud of their work, pleased to talk about it and are very appreciative of the manner in which it is displayed and praised by their teachers and other adults. In the lesson seen pupils concentrated hard, listened carefully to instructions and handled materials with confidence.
88. In the single lesson observed teaching was sound. There is, however, satisfactory evidence supplied through pupils' work that in the past there has been some good teaching, particularly in the infant classes. Teachers' knowledge of two-dimensional media and its applications are sound. Pupils with special educational needs are fully included in lessons and they receive equality of support and achieve the same standards of work as other pupils.
89. Since the previous inspection the school has adopted the national guidelines for art and design, but these have not yet been fully implemented. The recently appointed co-ordinator is enthusiastic and determined to expand pupils' experiences by introducing the required three-dimensional media into the curriculum. She has also recognised the need to broaden the range of artists studied to include, for example, artists other than painters. The very successful recent introduction of a visiting artist to work with pupils has prompted the laying of plans to repeat the exercise.
90. The range of resources, to allow the work presently carried out to be continued, is adequate. In order to fulfil the requirement to offer three-dimensional work suitable

materials and equipment is needed urgently. The library does not include sufficient age-related art books to allow pupils to carry out personal independent studies.

## DESIGN AND TECHNOLOGY

91. Attainment is in line with nationally expected levels for pupils of seven and eleven. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning throughout the school due to the sound quality of the teaching they receive. This indicates an improvement since the previous inspection where attainment was judged to be below that is expected nationally. It also judged that there were weaknesses in the way the school was attempting to teach the subject.
92. In Years 1 and 2, pupils have suitable opportunities to develop their planning, designing and making interesting puppets. They consider and discuss a variety of ways of joining materials. Pupils determine which method of joining they will use to join the fabric from needle and thread, glue, staples or sticky tape. Suitable opportunities are provided in the lesson for pupils to use prior knowledge of materials to predict possibilities of effectively joining materials.
93. In Years 3 to 6, pupils design a shelter based on previous learning through practical investigations. Pupils work individually on design for shelters. They are confident in their selection of the materials to be used. They display impressive understanding in practical terms of their initial ideas of planning and recognise after evaluation, that some ideas used would need to be modified. Working alongside the practical operation was the recording for pupils to list constructional details on required materials.
94. Overall, progress is satisfactory and in the lessons observed was good and planning takes account of pupils' previous attainment. Teaching is satisfactory overall, and indicates a positive move forward in raising standards. However, the range, quality and quantity of some equipment and materials is a weakness and inhibits the teaching and learning in the subject. This was an issue raised during the previous inspection and the school currently has plans to enhance resources at the end of the term.
95. The pupils have good attitudes to their work and enjoy learning. They show interest and work collaboratively and independently. The co-ordinator is enthusiastic and committed and displayed good knowledge in this area to support other staff. The scheme of work is appropriate and in order to move the subject forward now requires the appropriate resources.

## GEOGRAPHY

96. The previous inspection judged standards to be in line with those expected for pupils of seven and eleven at the end of Years 2 and 6. This continues to be the case and pupils of all levels of prior attainment and from all groups make at least satisfactory progress throughout the school.
97. Infant pupils effectively develop their knowledge of the local area, by studying the school and its immediate environment. Teaching and learning is satisfactory and teachers provide pupils with suitable opportunities to develop their knowledge effectively as they learn to draw simple plans and maps. They develop a suitable knowledge of the position of the different countries of the United Kingdom, and mark them on a map. In Year 2 pupils effectively compare life in Leyland with that on the fictional island of Struay. They are given suitable regular opportunities to develop their awareness of physical and human features of the environment and discuss their views in class using appropriate geographical vocabulary. Pupils' attitudes to their work are good and they take care when presenting their work to make it neat and attractive.
98. Junior pupils continue to develop their knowledge of geographical features, human impact on the environment and the making of maps and plans appropriately, due to the



suitable regular opportunities they are given. Teaching and learning is satisfactory overall and on occasion it is good. Pupils learn to describe and contrast physical and human features in Leyland, the borders of the Nile, Greek islands and an Indian mountain village. In Year 4, due to the good teaching they have at that time, this is effectively used to develop skills of geographical enquiry. Pupils study the features of the school environment in detail and discuss how it could be developed and enhanced. Good use is made of information and communication technology to analyse and record features of the school and land use in the immediate environment and this has a very positive impact on pupils' learning and the progress pupils of all levels of prior attainment and from all groups make at that time. As a result of the sound quality of teaching they receive, pupils have good attitudes to their work in the subject and their behaviour in lessons is good. They discuss what they have learnt with enjoyment that reflects their interest in the subject. Pupils in the oldest classes study water cycles, rivers, traffic, India and mountainous environments as well as topical issues. They can effectively describe the various stages of rivers, for example, and can evaluate and compare how this may affect the life and environment of people who live near them. Older pupils do not have many opportunities to develop skills of researching information using the school library or computers, however the school is aware of this and there are plans to enhance facilities in the near future.

99. The management of the subject is developing and although the co-ordinator does not yet monitor the quality of teaching and learning, she does monitor teachers' planning and is developing a portfolio of work to assist teachers' assessment of standards.

## **HISTORY**

100. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning due to the sound quality of teaching they receive. They attain in line with national expectations by the ages of seven and eleven. This reflects the judgements of the previous inspection.
101. Whilst no lessons were seen in the infant classes, and only two in the junior years, a scrutiny of pupils' written work, inspection of teachers' planning and, especially, conversations held with pupils enabled secure judgements to be made.
102. In Years 1 and 2 pupils' knowledge and understanding offered orally was better than the work shown in their workbooks might suggest. In Year 2, for example, pupils have gained a sound understanding of the idea of 'change over time', 'then and now', coupled with 'old and new', from studies involving historical characters, illustrations, artefacts and talking with members of their own families. A good collection of old toys has stimulated investigative questions and oral history for younger children.
103. During both the lessons that were observed in junior classes effective use was made of book-based reference skills. The knowledge acquired enabled pupils to gain practice in sharing their findings through speaking and listening and, in Year 3, role-play. In both lessons historical concepts met in the infant years were successfully developed. By the end of Year 6 pupils are beginning to sift through the retrieved evidence in order to select items that help to answer specific questions. In the instance witnessed, "Why did Henry VIII divorce Catherine of Aragon?" reasons suggested showed that older pupils are maintaining the good progress stated in the last report. The Year 6 pupils, who were interviewed, were able to recall earlier periods of history studied with sound detail. They showed understanding of the ideas of cause and effect, the power of rulers and of conquerors, and could, in some instances, begin to compare and contrast the lives of people in different times.
104. Pupils are enthusiastic about history and children of all ages are keen to learn more about the past. They are appreciative of visits undertaken to historic sites, enjoy being

able to use correct names for artefacts and use the past tense when offering their own interpretations of events. During lessons the majority of pupils listen attentively and concentrate on given tasks. A small majority of pupils in Year 3 are subject to causing disruption, a factor that causes breaks in learning for other pupils.

105. The quality of teaching was overall satisfactory. Teachers plan interesting lessons, ensure that relevant resources are available and have clear learning objectives. Questioning is focused on the task and takes account of the known abilities of groups of pupils. As a result learning is satisfactory and pupils make sound progress. Relationships are generally good and, apart from when unwelcome behaviour causes disruption, pace is appropriate to the learning process.
106. Since the previous inspection the school has adopted and adapted the national guidelines for the subject, building in related, relevant visits and opportunities for oral history inputs by local visitors. This good practice has not yet been matched by the production of lists of skills and concepts to be introduced and developed alongside content within year-related topics as pupils move through the school. It was stated in the previous report that 'assessment procedures are not being used to inform planning'. Teachers need to know what pupils have learned and require to learn in order to have a focus for planning learning objectives that can be assessed to guide future planning.
107. Good use is made in teaching and learning of books acquired from the schools' library loan service. These collections supplement books held within the school. There are still insufficient historical artefacts available to enrich the topics presented within junior classes. The co-ordinator has begun to explore the possibilities of using CD ROM materials as reference sources as pupils' information technology skills develop.
108. The recently appointed co-ordinator is very obviously enthusiastic about history, but has not yet had the necessary opportunities to co-ordinate the subject by monitoring short-term planning and standards of teaching and learning in the classrooms. She is fully aware that although resources are adequate there is a need to place additional reference materials into the library to include historical maps, census and other local archival documents.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. There has been good improvement since the last inspection and attainment at the end of both key stages now meets the expected standards. There has been a positive drive to purchase new computers and the opportunity for pupils to work in the new computer suite makes a very positive contribution to the higher standards achieved. Pupils of all levels of prior attainment and from all groups have the chance to work individually on computers for good lengths of time and this enables basic skills to be developed properly. Pupils have therefore made good progress in developing computer skills. Planned opportunities to use information and communication technology to support other subjects are still not identified in subject schemes of work however and consequently teachers rarely use computers and other equipment to support learning well enough in lessons. This is an area for development, which the school has recognised.
110. Much of the work to date has been focused on processing information either through handling data or word processing simple stories and accounts. Pupils in the infants use computers to write several sentences. Pupils in Year 1 are able to use a simple word list to select previously prepared words to compose sentences about familiar items. By adding a few of their own words they are able to present their work neatly and at the same time concentrate on developing their knowledge and understanding of grammar and punctuation. Higher attaining pupils can save and print their work independently and other pupils are able to do both these things with support. By Year 2 pupils are able to find their way around the keyboard with greater speed and to use

the mouse with good control to create shape patterns in a range of colours, shapes and sizes. This indicates their ability to select a shape from a simple menu and to use the relevant tools to change its colour, size and position on the screen. Pupils in the juniors confidently log onto the Internet to take part in mathematical games and investigations, although they report that they have not yet had the opportunity to use it for research purposes.

111. The quality of teaching is satisfactory. The previous report made no explicit judgement of the overall quality of teaching at that time, but said that pupils had insufficient opportunities to practise skills and so their progress was unsatisfactory. Currently, the head teacher and learning support assistant both have good expertise and do most of the teaching in the suite. This and pupils' access to computers has enabled pupils to develop new skills quickly. The recently implemented scheme of work details the activities and precise learning outcomes for each task clearly and this provides the necessary progression for the development of skills. However because few teachers use computers in other lessons, these skills are not practised during the rest of the week and missed opportunities to apply new knowledge and understanding to other situations are lost. Assessment is not yet used well enough to identify exactly what the pupils need to learn and there is an over reliance on the completion of planned activities. Although these activities detail the skills, which will be developed, these are not always sufficiently focused on pupils' prior attainment. For example, pupils continue to use the backspace when they notice a mistake and often delete all of their work unnecessarily rather than use the mouse or arrow keys to position the carat in the correct place to make the required amendments.
112. The co-ordination of information and communication technology is good. The priorities for improvement are relevant and the school continues to develop and make improvements to teaching, learning and the curriculum. There are useful assessment procedures in place to assess exactly what each pupil can do but these are not yet used well enough to identify the next steps in learning. While there now enough computers to support the teaching and learning in information and communication technology, additional software to use in classrooms matched to that in the computer suite would allow pupils to practise and apply new learning more regularly. Also sensor equipment and control software would allow attainment beyond the average for pupils in Year 6 who may be ready to reach higher standards. There is a suitable Internet access policy in place.

## **MUSIC**

113. Standards have fallen since the previous inspection and although standards meet expectation at the end of Year 2, they are now below expectations at the end of Year 6. This is due to the lack of focus given to the subject over the last few years. The school has recognised the need to refocus on music and this year it is identified in the school improvement plan for special emphasis. Many teachers lack the confidence to teach the subject and require more support from the scheme of work and co-ordinator. Despite the keenness by the co-ordinator to help and support there has been no opportunity for this to happen to date as there has been no monitoring and evaluation of teaching and learning in the subject for several years. This indicates unsatisfactory improvement since the previous inspection.
114. Pupils of all levels of prior attainment and from different groups in the infants achieve as well as they can due to the relevant activities in which they take part. Planned activities are practical and these motivate and interest pupils so that they take part and concentrate well. Consequently they learn to distinguish between high, low, loud, quiet, fast and slow notes when listening to and composing their own music. Good support is given to pupils with specific educational needs so that they are always fully included in all activities.

115. Pupils in Year 6 recall listening to music at regular intervals and talking about the effects that have been created by different composers. They are able to name a few well-known classical composers and recall the names of some common instruments. However they do not achieve as well as they might due to insufficient opportunities to perform more often. They know a small repertoire of songs, mostly hymns, and those asked could not recall singing rounds and partner songs in class lessons. When given the opportunity, pupils sing to a satisfactory level and in tune, but as they start school with better than average singing skills, this represents unsatisfactory progress.
116. Lesson observations, looking at pupils' work and talking to pupils show that although the quality of teaching is satisfactory throughout the school, learning is unsatisfactory for pupils of all levels of prior attainment and from all groups in the junior classes. This is because of weaknesses in the curriculum, which do not allow pupils to take part in a broad range of musical activities to extend and practise their skills, and poor teaching at the beginning of the key stage. Poor expertise and subject knowledge means that learning is not always suitably matched to the interest of pupils and rely too much on pupils listening and responding to music. Questions lack challenge and lost once pupils' interest has gone. The pace is slow and as a consequence a significant number of pupils present with very challenging behaviour which once started is very difficult to contain. Therefore learning is poor and progress is severely inhibited for the majority. Good teaching in Years 5 and 6 pulls standards up to nearly average levels quickly. Pupils who attend the recorder club and those who learn to play an instrument at home are encouraged to use these when composing a piece of music to paint a musical picture of their chosen animal. Pupils work well in groups to create and perform their own pieces of music using the instruments available. Pupils do not as yet record their compositions using any form of notation and is a weakness.
117. The co-ordinator is relatively new to the role and has had no opportunity to develop the subject as well as she wants. As music has not been a focus in recent years in school development planning, there have been insufficient opportunities for the co-ordinator to review and evaluate strengths and weaknesses and thus identify development and improvement needs. This is currently being addressed and clear and suitable priorities for improvement have been identified in the most recent development plan, including the steps, which need to be taken in order to address the weaknesses. Although there are adequate instruments, these are in a poor condition and do not motivate pupils to respect and use them creatively. There are insufficient links to information and communication technology and this aspect is currently unsatisfactory.

## **PHYSICAL EDUCATION**

118. Standards in physical education are in line with those expected of pupils of seven at the end of Year 2, and above those expected by eleven at the end of Year 6. The picture was much the same in the previous inspection for the infant classes, but in the junior classes the current standards indicate a significant improvement.
119. Pupils in infant classes, work enthusiastically to improve the way they co-ordinate and control their bodies. They are aware of health and safety issues and use space effectively watching the position of their peers and avoiding contact. They thoroughly enjoy all their work. They work energetically in their warm up exercises and collaborate well when in pairs. They show increasing control in their throwing and catching, displaying appropriate hand, eye co-ordination. During the lesson pupils make good progress in handling different equipment, such as bean bags, small balls and large ball using a variety of passes, such as underarm and chest passes. They listen attentively to the support and guidance given and responded accordingly.

120. The work in junior classes is of improved quality and the range of opportunities is increased. The ball skills acquired at Key Stage 1 are built upon and pupils improve their throwing and catching skills whilst on the move. They understand why warm up and cool down exercises are necessary and are eager to participate. Their knowledge of finding and using space in team games is developing well as is their understanding of working as a member of a team. Swimming is an important aspect of the physical education programme and apart from the majority of pupils succeeding in the 25 metres unaided swims, many achieve higher awards in personal proficiency. Standards in dance are good. Pupils respond rhythmically to the beat of the music, work well in pairs, display in their movements, imagination and creativity. They evaluate their work and identify what participation in dance means to them personally. Pupils participate in gymnastics and athletics and as they approach the end of Year 6, they are given the opportunity to attend a residential experience, involving such activities as rock climbing, abseiling and caving.
121. Teaching is of satisfactory quality for infant classes and for junior classes it is good. Teachers prepare well, enthuse the pupils and are good role models in their dress. They use resources well and in aspects, such as swimming and athletics effective assessment is carried out. The co-ordinator leads the subject well and is active in supporting other teachers. The school has an appropriate scheme of work and accommodation, including the hall and the grounds that are good and effectively used for both in-school and extra-curricular activities.