

# INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY SCHOOL**

Chorley

LEA area: Lancashire

Unique reference number: 119670

Headteacher: Mrs L McLoughlin

Reporting inspector: Mrs J Clarke  
Ofsted Inspector No.25509

Dates of inspection: 27 - 31 March 2000

Inspection number: 197436

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Brooke Street Chorley Lancashire
Postcode:	PR6 0LB
Telephone number:	01257 262659
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Tilston
Date of previous inspection:	16 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Judith Clarke	Registered inspector	Information technology	What sort of school is it?
		Geography	What should the school do to improve further?
		History	How high are standards? a) The school's results and pupils' achievements
		Music	How well are pupils or students taught?
		Under fives	How well is the school led and managed?
Marion Howel	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mike Chatburn	Team inspector	Mathematics	
		Science	
		Design and technology	
		Physical education	
Kevin Johnson	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Art	
		Equal opportunities	
		Special educational needs	

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Sacred Heart is a voluntary aided, Catholic primary school with a nursery. It is situated in the centre of Chorley, which is an area of relatively high unemployment. The number of pupils known to be eligible for free school meals is above the national average. Pupils come from a range of social and economic backgrounds, but many of their parents have not had the opportunities offered by further education. Most of the pupils are from Roman Catholic backgrounds. English is the first language for all of the children. Since the previous inspection, the number of pupils who attend the school has risen slightly to 193 pupils, but the school is still about the same size as most other primary schools. Almost all of the children who join the reception class have had some previous education, often in the school nursery. The attainment of four-year-olds on entry to the school is below that normally expected. At the time of the inspection, there were 40 children aged three and four who attend the nursery part-time and 15 five-year-olds and 4, four-year-olds attend the reception class full-time. The percentage of pupils who have special educational needs is above the national average and the numbers of pupils who have statements of their need is above the national average figure.

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

The school is very well led and managed by the headteacher and the governing body and has made good improvements since the last inspection. Under the guidance of the governing body and the new headteacher the school is well placed to continue to improve. Standards are below average in writing and art throughout the school. Standards in mathematics and science are below average in Key Stage 1. Teaching is satisfactory overall in the school. Pupils enjoy coming to school, are well behaved and make progress throughout the school. The school provides satisfactory value for money.

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

- The school is very well led and managed by the headteacher and the governing body give the school very good support.
- Provision for pupils with special educational needs is very good.
- The attitudes and the behaviour of the pupils are good and they enjoy coming to school.
- Provision for pupils' spiritual, moral, social and cultural development is overall good.
- The school provides a caring learning environment.
- The school provides a wide and varied range of extra-curricular activities.

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

- Standards in writing and art in both key stages and mathematics and science in Key Stage 1.
- Assessment procedures for the subjects of the National Curriculum.
- The information the school provides for parents.
- The quality of the School Development Plan.
- The systems for the monitoring of the unofficial school funds.
- The provision of an outdoor play area and equipment for the children in the reception class.

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

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

The school has made good progress in tackling the issues raised in the last inspection. The previous inspection, in September 1997, reported that the school had serious weaknesses. There was a lack of curriculum leadership and educational direction in the school. The curriculum for Key Stages 1 and 2 was unsatisfactory and assessment procedures were also unsatisfactory. The leadership of the school lacked a sense of shared management vision and corporate responsibility. The governing body, the diocese, the local education authority and the headteacher formed a monitoring committee and began to work on all the areas identified in the report. Since the appointment of the new headteacher these improvements have gathered momentum and significant gains have been made. Standards in the school are beginning to rise and the school has become more aware of where and how improvements can be made. The school has implemented the National Strategies for Literacy and Numeracy and these strategies are helping standards to rise. The curriculum is now broad and balanced and meets statutory requirements. The curriculum for the under fives in the nursery and the

reception class remains good. Assessment procedures have improved but there is still work to be done to improve them further. The quality of teaching has improved, especially in Key Stage 2, and activities are now well matched to the pupils' abilities and the teachers' classroom management skills have improved. The management of the school by the headteacher and the governing body are now very good and the subject co-ordinators are making a good contribution to the monitoring of their subjects. Information provided for parents now meets statutory requirements. The school has made good improvements since the previous inspection to the extent that it no longer has any areas of its work with serious weaknesses and has a good capacity for further improvement.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	E	C	C	A
Mathematics	C	D	E	D
Science	C	D	D	C

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

The results of the 1999 National Curriculum tests for eleven-year-olds were well below average for mathematics, below average for science and average for English. In comparison with similar schools standards in English were well above average, average for science and below average in mathematics. The trend for the school's average point score for all core subjects shows the school's results to be broadly in line with the national trend. The trend in the school's performance over the past three years shows an erratic picture, but generally an improving one. The school has a higher than average number of pupils on the special educational needs register and also a higher than average number of pupils with statements of their special educational needs and this has an impact on attainment at the end of Key Stage 2. The school has set challenging but achievable targets for the future. The introductions of the Literacy and Numeracy Strategies, alongside the improvements in teaching, have begun to raise standards in the school.

Sacred Heart Catholic Primary School is a voluntary aided school and, therefore, the inspection of its acts of collective worship and religious education lessons are carried out by an inspector approved by the diocese and appointed by the governing body. That report appears under a separate cover.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They have good attitudes to work and take an active part in their lessons. They settle quickly to the tasks set them and work sensibly when given opportunities to work on their own.
Behaviour, in and out of classrooms	Behaviour both in classes and around the school is good. Pupils play well together at breaks with few arguments or disagreements.
Personal development and relationships	Relationships between pupils and their teachers are good. They relate well to each other and the older pupils take active and responsible roles within the school.
Attendance	Overall, attendance is satisfactory. The school is at present working with the Educational Welfare Officer and the parents to ensure a more accurate recording of the figures. The current attendance rate is below

	the national average and this is an improvement.
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Although attendance is, overall, satisfactory, it is below the national average; this is largely because of unauthorised absence by pupils, rather than absences authorised by parents.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	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 is satisfactory overall, with 98 per cent of lessons at least satisfactory. In 49 per cent of lessons observed the quality of teaching was good or better, with ten per cent of these lessons being very good. The two per cent of lessons that were less than satisfactory consisted of one lesson taught by a supply teacher. The lesson planned by the teacher had good qualities but she was unable to deliver the lesson because of the poor behaviour of a small minority of pupils in the class. The teaching of the under fives is generally good; 82 per cent of lessons seen were good. Teaching is generally satisfactory throughout both key stages with approximately 40 per cent of teaching good or very good in both key stages. In general, the teaching of English and of science is good; teaching of mathematics is satisfactory. The teaching of literacy is good overall; the teachers use the local authority's planning for literacy well. The good pupil-staff relationships ensure that the pupils learn well. The teaching of numeracy is satisfactory, the lessons are well planned and the school feels that the mental and problem solving skills of the pupils are beginning to improve. The clear structures of the mathematics lessons ensure that the pupils are actively engaged in lessons and learn appropriately. The pupils work hard in lessons and respond particularly well to carefully structured work. Pupils with special educational needs are very well supported in their lessons and they make good progress towards the targets set for them in their individual education plans.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements, including the curriculum for the children who are under five. The curriculum takes account of the National Strategies for Literacy and Numeracy.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs, through carefully planned individual education plans. Pupils are very well supported in their learning and make good progress. The school spends more money than allocated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, spiritual, moral and social development is good. The provision for the pupils' cultural development is satisfactory. Older pupils accept responsibility conscientiously and perform their assigned duties well. Visitors to school bring their own cultural experiences to share with the pupils.
How well the school cares for its pupils	The school provides well for pupils' welfare and safety. The staff know the pupils well. Pupils are encouraged to work hard and to succeed.

The majority of parents are satisfied with what the school provides and achieves. Some of the parents report that they do not know enough about their child's work and the school curriculum. They find it difficult to approach the school. There have been some recent changes to school systems in reporting to parents and it is clear that some parents do not understand the new systems. For the school and parents to work effectively together the school will need to review the way it consults and informs parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is very good. The headteacher provides strong, caring leadership. She is well supported by the deputy headteacher and curriculum co-ordinators.
How well the governors fulfil their responsibilities	The governing body is very effective. The governors have been very clear in their commitment to the school and have worked systematically to provide a secure and effective working environment. They have been active in securing improvement in the school.
The school's evaluation of its performance	The school knows its strengths and weaknesses and is working hard to improve. Targets have been set for pupils in the core subjects of English, mathematics and science.
The strategic use of resources	There are sufficient appropriately qualified teachers. They are well supported by a very good number of support staff. Resources are generally good. Accommodation is good and is maintained well. Satisfactory care is taken to ensure that the school gets the best value from its spending.

The School Development Plan in its current form does not extend beyond the current year, it is not costed, its targets are broad and not sufficiently focused. In its present form it is unsatisfactory. At present the school does not have systems in place to audit the unofficial school funds and this is unsatisfactory.

## 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>• The children like going to school.</li> <li>• Teaching is good.</li> <li>• The school is helping their children to become more mature and responsible.</li> <li>• The school expects their children to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• A more consistent approach to the provision of homework.</li> <li>• They would like to be more informed about the progress their children are making.</li> <li>• They would like the school to work more closely with them and be more approachable.</li> <li>• They would like to be more informed about the work of the school.</li> </ul>

Inspection evidence supports the positive views that parents have of the school. The inspection team has found that the school could provide more information about its work to the parents and keep them better informed about the recent new initiatives. Those parents who have not yet had an opportunity to talk to teachers about their children's work have not had the same opportunities as other parents who have had discussions with teachers.

## **PART B: COMMENTARY**

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

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

1. The childrens' attainments when they start the nursery class in the year that they are four is average for children of their age. By the time they are five in the reception class the majority of children's attainment is below the national expectations as set out by the Qualifications and Curriculum Authority in literacy, mathematics, knowledge and understanding of the world, physical development, and creative development. In reading and personal and social development the children attain the levels expected. This may seem a contradiction; but not all the children who attend the nursery go on to attend the school. Assessment of the children as they enter the reception class supports the view that attainment is for the majority below average.
2. In 1999 at the end of Key Stage 1, results in the National Curriculum tests in reading showed that the percentage of pupils reaching level 2 or above was below the national average. The percentage of pupils reaching the higher levels 2 B or above was also below the national average. The proportion of pupils reaching level 3 or above was well below the national average. In writing the percentage of pupils reaching level 2 or above was well below the national average and the percentage of pupils reaching level 2B or above was also well below the national average. The percentage of pupils reaching the higher levels was below the national average. In mathematics the percentage of pupils reaching level 2 or above was well below the national average, with the percentage of pupils reaching level 2 B or above well below the national average. The percentage of pupils reaching the higher level 3 or above was well below the national average. In science the pupils' results were well below the national average at level 2 and at the higher level 3 or above. There was no difference between the achievements of the boys and the girls. The trend of the pupils' attainment over time is very erratic with no underlying theme. In comparison with schools in a similar context the school scores below average in reading and well below average in writing and mathematics.
3. The results at Key Stage 1 show that the pupils attain better in reading than they do in writing mathematics and science. The school has identified a need to develop the pupils' writing skills throughout the school and has set targets for this area of their work. They have devoted extra time to writing and are beginning to see the impact upon the pupils' attainment. Reading is still a priority in the school and guided reading is now taught as part of a silent reading session each day. In mathematics the pupils' achievement is beginning to improve because of the effect of the National Numeracy Strategy. A significant number of the pupils achieve the lower level 2 C and below that at level 1. This is because the school has a higher than average number of pupils with special educational needs and a higher than average number of statemented pupils. These particular pupils achieve well in relation to their prior attainment but they are not expected to achieve the national average.
4. In 1999 at Key Stage 2, results in the National Curriculum test in English and mathematics showed that the percentage of pupils reaching level 4 or above was below the national average and in science well below the national average. In English and science the percentage of pupils reaching the higher level 5 was below the national average and in mathematics the percentage of pupils achieving at the higher levels was well below the national average. When these results were compared with those of similar schools the results in English are well above average, in science they are average and the results for mathematics are below average in comparison. The trend in the schools average National Curriculum points for all core subjects is broadly in line with the national trend. The trend in comparison with national averages over the last four years shows an erratic picture with the picture beginning to show some improvements in 1999.
5. The results in 1999 at the end of Key Stage 2 show the school to be generally beginning to improve its position. There are a number of factors that cause results over time to appear inconsistent. The school has a higher than average number of pupils with special educational needs and also a higher than average number of statemented pupils. Although these particular pupils achieve well in relation to their prior attainment they are not expected to achieve at the national expectation. The school has also introduced new initiatives to improve standards.

Discrete science lessons are now taught with single age groups and small class sizes: the headteacher, who is a science specialist, takes the Year 6 pupils to extend and develop their knowledge and understanding further. The school feels that the impact of the National Literacy and Numeracy Strategies are also beginning to help raise pupils' attainments. Generally, the school compares favourably with schools in a similar context and it assesses its strengths and areas for developments and seeks to improve standards throughout the school.

6. The additional foci of the Literacy and Numeracy Strategies coupled with the perceived improvement in the teaching and learning in science are beginning to have an impact upon the attainment of the pupils. The additional emphasis on improving teaching techniques and monitoring by the headteacher and the local education authority are all having the effect of improving teaching and driving up standards. This is particularly clear in the standards observed in the core subjects during the recent inspection. Staff have clear expectations of the pupils and their work is carefully matched and is leading to steady improvement. The school is beginning to analyse test data, and is anticipating using specific and strategic use of their resources to support and challenge particular groups of pupils. At present the school has targeted specific groups for extra support and this is being monitored.
7. In English, pupils' attainment at the end of both key stages is average in speaking and listening and reading and below average in writing. Pupils listen attentively and respond well to the class teachers' questions; older pupils are polite and courteous when talking to adults. The youngest pupils show an interest in reading. They identify the author of a book and use letter sounds to build words they do not know. Older pupils read a wide range of literature and use this as a basis for discussions and writing. The pupils recognise the underlying meaning in the texts they read. Pupils in Key Stage 1 write and spell simple words accurately. They know about full stops and capital letters but do not always use them. The pupils in Key Stage 2 begin to be aware of a reader of their work and try to introduce more lively and descriptive elements to their writing. Handwriting is joined and legible and presentation of work is satisfactory.
8. In mathematics at the end of Key Stage 1 pupils' attainment is below the national average and at the end of Key Stage 2 it is in line with the national average. By the end of Key Stage 1, in mathematics pupils count to twenty, identify numerals and place them in order. They add and subtract numbers to twenty and are beginning to learn about "lots of" in their multiplication work. They know the names of simple flat and solid shapes and use coins to solve problems practically. In Key Stage 2 pupils become increasingly proficient in all aspects of the number system. They understand the terms factors, multiples and prime numbers and convert fractions to decimals and percentages. They recognise a range of angles and measure them accurately. They create tally charts and graphs of their work.
9. In science at the end of Key Stage 1 pupils' attainment is below average and is average at the end of Key Stage 2. In Key Stage 1, pupils learn about the life cycle of frogs and understand that there are different stages in their development. They describe the similarities and differences of different materials. They look at different materials to see if they are attracted by a magnet and recognise whether a circuit will work or not. They find the recording of their work and offering suggestions about what they think might happen hard. In Key Stage 2, pupils understand the need for a fair test and can devise a test of their own. They make predictions, carry out their investigations and record their findings accurately. They can explain why their heart beats quicker after exercise. They recognise a range of forces and the best shape of materials for passing through water. They separate insoluble solutions and talk about the findings of their experiments.
10. Attainment in information technology, at the end of both key stages, is in line with what is nationally expected. The school has received its National Grid for Learning resources and the levels of resources in the school are good and support the pupils' learning well.
11. In art, the pupils by the end of both key stages do not achieve the standards expected for pupils of their ages. The range of experiences offered is limited and skills are not taught systematically. Pupils study the work of famous artists (for example, Mondrian, Picasso and Turner) and reflect that work in their own. In all other subjects of the National Curriculum the pupils achieve the expected standards at the end of both of the key stages. In design and technology, the pupils designed and made their slippers, drawing detailed sketches of how they make footwear, deciding which materials would be the most suitable, finally evaluating the

finished product. In geography, pupils study the weather and record their findings appropriately older pupils recording accurate temperatures. In history, pupils particularly enjoyed looking at the wide range of artefacts they had brought in to support their work on the 1930's. In music, all the pupils enjoy listening to the music played as they enter the hall for their assemblies, they use percussion instruments to create their own music in lessons. In physical education, pupils develop a range of ball skills to improve the ways they play their games.

12. Pupils with special educational needs attain the standards expected of them in relation to the targets set in their individual education plans. They show good attitudes to work and show interests in the tasks provided for them.
13. The pupils achieve well in the classroom. Lessons consistently challenge the pupils in their lessons. Lessons are carefully focused and the teachers have clear teaching objectives and use a range of methods to engage the pupils' interests and enthusiasms. This ensures that the pupils are well motivated and work hard to achieve. Pupils who have special educational needs and all levels of attainment in the classrooms respond well to the demands placed upon them and work hard. The teachers are particularly skilled in ensuring that the lessons are clearly planned and that work is well matched to the needs of all the pupils in the class.

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

14. Pupils' attitudes, behaviour and personal development are good throughout the school. These standards have been maintained since the last inspection. Parents say their children like to come to school.
15. Pupils have positive attitudes to learning. They show interest in their work and take an active part in lessons. They are very willing to answer questions and work well together in groups. Pupils settle quickly to the task set them and work sensibly when given opportunities for independent work. For example, when sent to use the computers, they concentrate well and offer to help pupils working in the same group. There is good support for the extra-curricular activities organised by the school and the wide variety of clubs available is proving popular with the pupils.
16. Behaviour both in classes and around the school is generally good. The pupils move around the school in an orderly manner and generally come into their classrooms quietly and sensibly. They play well together at breaks and at lunchtime with few arguments or disagreements. Their behaviour in classes is generally good. There is however one class where the pupils have had a long-term supply teacher and for these pupils their motivation and enthusiasm has suffered. Pupils know the school rules, which are prominently displayed throughout the school, and respond well to their teachers. They take care of their books, drop very little litter and never deface the buildings with graffiti. Incidents of bullying are few but the pupils are confident that any problems are dealt with quickly and fairly. There were no exclusions last year.
17. Relationships among pupils and between teachers and pupils are good. Pupils work well together in groups and readily offer help to each other. In Years 5 and 6 they respond sensitively to opportunities to offer constructive criticism of partners work. Displays around the school show examples of pupils' awareness of the people who help them in the school and the need to say 'Thank you'. The Lent Promises made by the pupils also show their mindfulness of how their actions will affect others. The teachers and pupils relate well to one another, with discipline being maintained in a quiet but firm manner.
18. Pupils in Year 6 are given good opportunities to take responsibility for various duties. During the lunch break two pupils are responsible for answering the telephone and taking messages. They know how to answer the calls and enjoy the task. The school appoints prefects who carry out duties such as running the 'healthy eating' tuck shop. Weekly meetings are held for the prefects to discuss their roles and make suggestions. The parents feel the school does well in helping their children to mature. Pupils lower down the school are given fewer regular opportunities to take responsibility but they participate in fund-raising events during Lent, with competitions and games, and the money raised is donated to charities.

19. In general, the current attendance rate of just below 94 per cent is below the national average. However, the rate of unauthorised absences of 2.7 per cent is well above the national average. The school has recently introduced a more accurate method of recording absences and is working with the parents and the Education Welfare Officer to improve the figures. First day absence calls are now made and parents are reminded in the school brochure of the need to keep the school informed if their child is absent.

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

20. The quality of teaching is satisfactory overall. In 49 per cent of lessons observed throughout the school, the quality of teaching was good or better with ten per cent of those lessons being very good. The quality of teaching in 98 per cent of lessons was at least satisfactory; in two per cent of lessons the quality of teaching was less than satisfactory. The two per cent of lessons that were less than satisfactory were accounted for by one lesson taught by a supply teacher. The lesson planned by the teacher had good qualities but she was unable to deliver the lesson because of the poor behaviour of a small minority of pupils in the class. The quality of teaching for the under fives is good overall with 82 per cent of lesson seen being good and 18 per cent of lessons being satisfactory.
21. In the previous inspection teaching in 11 per cent of lessons was unsatisfactory. The key issue concerned with this element of the school's work reflected the fact that teachers did not always ensure that activities were fully matched to pupils' abilities, especially at Key Stage 2. Classroom management was not always satisfactory and marking of pupils' books did not always inform pupils about how they might improve their work. This is no longer the case. Standards in teaching have improved. The teachers have worked hard to improve their teaching techniques: they have been particularly supported initially by the local education authority and more recently by the new headteacher as she has monitored lessons and given useful constructive feedback. Classroom management is no longer an issue in the school. Marking of pupils' work has improved and the teachers give good feedback on how the pupils might improve their work and set them targets for their future learning.
22. The quality of teaching for the children under the age of five is good. The teachers have a good understanding of the needs of young children and are secure in their knowledge of how young children learn. The teachers provide a wide range of practical activities, which involve the children in their learning. For example, in a numeracy lesson in the reception class the teacher used a wide variety of objects for the children to sort into sets using different criteria. All the children were actively involved in decisions as to where they needed to put each object and why, so that all children were fully engaged in the task. In the nursery class the children have access to a wide range of stimulating activities which promote learning in a variety of curricular areas. Children in the reception class are beginning to work independently as they organise their writing for their picnic food lists. The children work well with the staff in supported group work, identifying and sorting coins or printing using geometrical shapes. Staff work hard to encourage and promote the children's personal and social development. The children are reminded of how they must treat each other and are taught the difference between right and wrong. Staff are polite to the children and expect high standards of behaviour from them. Teaching and support staff work hard to extend and develop the children's vocabulary. Children with special educational needs are well supported in the classes and their work is carefully matched to their ability.
23. In Key Stage 1, the overall quality of teaching is satisfactory with 62 per cent of teaching being satisfactory. No unsatisfactory teaching was observed. In Key Stage 2: 56 per cent of teaching was satisfactory, with one lesson unsatisfactory. In the lessons observed teaching was generally good in English and science and satisfactory overall in all other subject areas. Teaching is good in English in Key Stage 2, as the teachers use the local education authority's mixed age group planning and this is a good tool to aid them in their work. In Key Stage 2 science lessons the teachers have organised their classes so that they teach single age groups. This method of teaching is effective in the school as it reduces class sizes and also means that the teachers can target more specifically the lessons for the pupils. A focus on practical experiments ensures that when Key Stage 2 pupils have their science lessons the school is alive with pupils working busily on their tasks. Good support in Key Stage 1 lessons ensures that the lessons are effective and the pupils learn well.

24. The teaching of literacy is good overall. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy. The teachers plan their lessons well and work is well matched to the individual pupils and their needs. The teachers choose texts that will engage all the pupils and show particular regard to the needs of the boys. For example in a Year 4 /5 class the teacher had chosen a poem about a way through the woods that the pupils could relate to. It was well chosen to stimulate the pupils' interests and to explore the text to demonstrate mood and descriptive words. The good pupil-staff relationships ensure that the pupils achieve well. The level of support and questioning of the pupils and the positive and active promotion of literacy skills ensure that the pupils learn well. The teachers plan interesting lessons for the pupils. For example in Year 6 the pupils had to record the school day as a weather forecast. In Year 3/ 4 the pupils wrote biographies of famous people from fact files and photographs produced by the class teacher. In Year 1 class where the classteacher had a very clear aim in building up the pupils' confidence she, encouraged the pupils to "have a go," resulting in the pupils making good progress with their writing.
25. The teaching of numeracy is satisfactory. The teachers have been working thoroughly with the Numeracy Strategy and this strategy is beginning to have an impact upon the progress that the pupils make, especially with their mental mathematical skills. The staff consistently develop their lessons from the objectives listed in the detailed planning. Lessons are generally appropriately planned and the teachers ensure that the pupils are actively engaged in lessons. In the Year 6 the teacher shares the lesson objectives with the pupils and, with well-prepared activities, clear explanations and instructions, the pupils make good progress. The clear structure of the lesson enabled the pupils to make good progress as the lesson ensured that the pupils were challenged appropriately.
26. In both key stages teachers have a satisfactory knowledge and understanding of the subjects they teach. They use appropriate subject-based language to develop the pupils' knowledge and understanding of the subject. This was particularly evident in English, science, mathematics, art and music, where specific technical language is used well. For example, in Year 2 the pupils understand the terms *electrical*, *circuits*, *batteries* and *mains* and use them appropriately. They have particularly good knowledge and understanding of science and English and they are quick to build upon the areas that the pupils need to develop. In science the headteacher gives specialist teaching input to the pupils lessons at the end of Key Stage 2 and this ensures that a good level of teacher expertise is available for the pupils. The teachers clearly understand the need to develop the pupils' learning through carefully structured work with all pupils being challenged.
27. Teaching of pupils with special educational needs is good. Lesson plans are closely linked to pupils' individual education plans. Teaching is brisk, lively and interesting and tasks are chosen to motivate pupils. Consolidation of skills already learned would benefit pupils; for example, by the younger pupils writing their names on their worksheets. Class teachers' planning ensures that work is matched to pupils' needs and continuing records track the progress that the pupils make. Trained classroom assistants are very effective in providing an appropriate blend of help and challenge, enabling pupils to make good progress. The provision outlined in their statements of special educational needs is successfully implemented.
28. Teachers' planning is satisfactory. The teachers in the nursery and reception class plan according to the areas of learning for young children. In literacy and numeracy the teachers plan very closely to the structured frameworks and this is a real strength of their work. This is not quite as evident in other subjects, where the teachers plan what they are to teach but not always what the pupils will learn. All teachers plan satisfactorily, have clear learning objectives and clearly keep to their planning during lessons. This was seen in a Year 1 numeracy lesson where the teacher's good planning with clear specific objectives led to an interesting lesson on working with ordinal numbers. Support staff are involved in the planning procedures and they have an exact picture of their exact input into the lessons. This is clearly seen in the reception class and the nursery, where the teachers and support staff plan well together, and the support staff are very clear about their roles in the classroom.
29. Teachers' expectations of the pupils and their work are satisfactory. The teachers question pupils appropriately and work is matched to pupils' individual needs. In all lessons work is carefully tailored to the pupils' individual needs, with the lower attaining pupils being given

good support in their tasks. In physical education lessons the teachers' expectations of good behaviour and quality of teaching of specific skills mean that the pupils develop good habits of striking the balls with the hockey sticks. In all year groups the pupils are encouraged to work independently, and the pupils understand that they have to get on with their own tasks while the class teacher and support assistants support other individuals and groups. They do this well and it increases their independence.

30. The teachers organise their lessons well and so promote the use of techniques and groupings that enable the pupils to learn well. The staff use the format of the literacy and numeracy lessons well to support teaching in other areas of the curriculum. This was seen in a Year 4 /5 design and technology lesson where the class teacher introduced the lesson, set clear objectives, and then ensured that at the end of the session the pupils had an opportunity to reflect upon their own work and that of others. The pupils shared not only their ideas but also the problems they had encountered. Teachers try to link the pupils' learning and are effective in the ways that they reinforce and link different subject areas together. For instance, the teacher in Year 4/5 in a design and technology lesson reinforced the pupils' science work on circuits while the pupils designed their torches.
31. The management of the children in the under fives is good. The children are encouraged to work together, to share resources and to relate well to each other. The management of pupils throughout Key Stages 1 and 2 is good and the pupils work in a busy, interested and active manner. The management of the pupils is consistently developed throughout the school, with the good behaviour being positively promoted. In one lesson observed the poor behaviour of a group of pupils hampered the progress of the lesson. The supply teacher in the class was new to the pupils and was beginning to build a positive relationship with the pupils by consistently promoting the school's systems of rewards and sanctions. The class teachers work well to catch the interests of the pupils and to stimulate and fascinate them.
32. Time and resources are used effectively to keep all the pupils working at their task. Lessons move along at a brisk pace, but there is also time for the pupils to consolidate their work and think about the tasks set. Resources are used well to support the learning in the classrooms. The teachers prepare good quality worksheets for the pupils to use and the school's resources are used effectively in the classrooms. The school uses learning support assistants very well; they are very effectively timetabled and they are able to give very good assistance to a large number of pupils through the day. This increases the progress that these pupils make.
33. The quality of day-to-day assessment is satisfactory. Teachers use the information from the previous lessons to inform and modify their plans for the next lessons. The teachers monitor the pupils' work well in the class, giving support and advice, as the pupils need it. Although the teachers have their own systems for recording the pupils' progress in all subjects, there are no whole-school systems for recording the pupils' progress in any subjects. This results in the teachers focusing on what they are to teach and not what it is that the pupils in their class need to learn next. Work in the pupils' books is marked and points the pupils to where they need to improve their work.
34. Homework is used inconsistently throughout the school. In some classes the pupils have more homework than others do. In the reception class and Key Stage 1 the pupils generally take home their reading books and they have spellings to learn.
35. The pupils throughout the school are keen and interested in their lessons. They are enthusiastic learners who enjoy coming to school and engaging in the lessons provided by the teachers. There is however one class where the pupils have had a long-term supply teacher and for these pupils motivation and enthusiasm have suffered. The pupils are motivated by the consistent and effective relationships that they build with their class teacher and they respond particularly well to careful structures in their work. All try hard, the boys in the classes are as motivated as the girls and this is evident at all levels of achievement. The pupils demonstrate appropriate levels of independence in their work and concentrate well on the tasks set for them. The pupils are beginning to understand what they are to learn next as they have targets set for English, mathematics and science although this is as yet in its very early stages of development.

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

36. In the previous inspection the curriculum for the pupils in Key Stage 1 and 2 lacked breadth and balance and this was judged to be a serious weakness. In science, information technology, music and physical education, the requirements of the National Curriculum Programmes of Study were not being met. This is no longer the case. There have been good improvements and all statutory requirements are now met. There is sufficient breadth in the curriculum to meet national requirements. The time allocated to different subjects is appropriate. A significant amount of time is allocated to teaching of English. This is appropriate and reflects the school's priority of raising standards in writing. Literacy and numeracy receive appropriate emphasis. Guided reading has been taken out of the literacy hour and is taught separately. This gives more time within literacy lessons to focus on writing skills.
37. The curriculum is enriched by a good range of activities outside school time. Sports clubs include soccer coaching and skittleball. There are also clubs for computer, choir, country dancing and mathematics. These are popular with pupils and mostly well attended. In addition, visits to Astley Hall and other places of local interest support pupils' learning in history and geography. Visitors to school such as artist and storyteller Miso Chi, and children's author Michael Coleman contribute further to pupils' learning.
38. There is equality of access to the full curriculum for all pupils. The school's inclusive policy for the teaching of pupils who have special educational needs ensures that they benefit from classroom activities as well as good support from teachers and classroom assistants.
39. The quality of the curriculum for children under five is good. Children experience an appropriate range of activities in all recommended areas of learning. Planning is good, with clear references to the Desirable Learning Outcomes for five-year-olds. Children's progress is monitored carefully in preparation for their transfer to reception class.
40. Curricular planning in Key Stages 1 and 2 has improved since the previous inspection and is satisfactory for all subjects. Literacy and numeracy planning is based on the National Strategies. At Key Stage 2 the local education authority's plans for literacy are used, which are specifically designed to meet the needs of mixed aged classes. Mathematics planning reflects the requirements of the National Numeracy Strategy. Pupils are taught in separate age groups for science and the current well-organised system is helping to raise standards in that subject. There are schemes of work and policies for all subjects. Some, such as those for science and information technology incorporate national guidelines. The schemes used and teachers' planning generally support an appropriate range of curricular opportunities with the exception of art, where skills are not taught systematically and the range of opportunities for creative work is too narrow.
41. Teachers' medium-term and shorter-term planning is satisfactory, but the objectives identified in plans mostly reflect what is to be taught rather than what pupils will know. This results in a lack of focus in some teaching and disadvantages systematic learning in that on-going attainment levels are not accurately recorded.
42. The school makes appropriate provision for personal, social and health education. Sex education is taught within the context of caring family relationships. The harmful effects of drugs are addressed within the science curriculum.
43. Provision for pupils' spiritual development is good. This is supported by the school's strong traditional links with the church community. Pupils are encouraged to reflect on the special qualities, which are fundamental to good relationships. Spirituality is fostered through collective worship and through informed teaching, which helps pupils experience some of the natural creativity of their environment. Nursery children, for example, were delighted with their green pastry, which was the outcome of mixing blue and yellow dough. A tank containing tadpoles was the focus of much interest at Key Stage 1.
44. Provision for pupils' moral and social development is good. The clear aims of the school are reflected in the code of conduct that emphasises what pupils can do rather than what is not allowed. Pupils gain a clear sense of what is right and wrong and this is demonstrated in their

own writing about how they might relate to one another. Older pupils accept responsibility conscientiously. For example they work independently at lunchtimes in the computer area and generally perform their assigned monitor duties well. They are welcoming and courteous to visitors and set a good example for younger pupils.

45. Provision for cultural development is satisfactory. Faith cultures other than Christianity are reflected in a wide selection of books in the library. Cultural experiences are provided within the curriculum. For example, in history, geography, art and music. Visits to places of interest help pupils to form views about their cultural heritage and visitors to school bring their own cultural experiences to share with the pupils.
46. Since the previous inspection curricular provision has improved through the quality of planning and is no longer a serious weakness. The good provision for spiritual, moral and social development has been maintained.

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

47. The school provides effective care for its pupils within a secure learning environment. It is an orderly, friendly community where parents say their children are happy. The arrangements for the pupils' and parents' initial visit to the school are good. All the staff are present at the meeting, together with the Educational Welfare Officer and representatives of the 'Friends' Association.
48. There are policies in place for health and safety matters and child protection procedures. The staff are aware of the policies and they are mentioned in the staff handbook. The designated person for both areas has received training and more has been arranged for the near future. Training is also planned for the governor with responsibility for child protection procedures. At present the school is not subject to an annual premises inspection by the governors. This was recommended following a health and safety audit by the local authority in 1998. All the teachers consistently use the policies relating to behaviour and anti-bullying. The rules are displayed prominently in the school and pupils know and understand the rewards system. Records of the house points awarded are also prominently displayed. Parents understand the attendance policy and the school is working closely with the Education Welfare Officer and the parents to improve the attendance rate and the unauthorised absence figures.
49. Class teachers play an important role in the welfare of the pupils. They know their pupils well and are sensitive to individuals' needs. The pupils are confident they can turn to their teachers for help and support within the school's friendly environment.
50. The school has good systems for assessing pupils' attainment and progress. Testing at the beginning and the end of reception year gives a clear indication of child's progress and future learning needs. Key Stages 1 and 2 National Curriculum and non-statutory tests provide data for analysis in order to identify strengths and weaknesses. The information gained is used well to set individual and group targets for future attainment but is not yet used sufficiently to inform curricular planning. This shows an improvement since the previous inspection.
51. There are inconsistencies in the systems and quality of teachers' on-going assessment throughout the school. Some good practice exists. For example, where the teacher uses lesson evaluations to plan the next stage of pupils' learning. More frequently, however, teachers record what has been taught rather than what pupils have achieved. Individual records are not matched with National Curriculum levels and do not sufficiently inform the next stages of pupils' learning.

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

52. There is good support from parents for many aspects of the school. The parents feel the teaching is good and their children enjoy going to school. They think there are high expectations of their children and the school expects them to work hard. They feel the school helps the children to mature and accept responsibilities.

53. Parents regularly help in classes and with the paired reading scheme. The recently formed Parents, Teachers and Friends Association has been welcomed by the parents. They have organised a number of successful fundraising events, and these were well attended. Parents are welcomed to assemblies and help with the distribution of harvest parcels within the parish. Their contributions help to strengthen the home/school link.
54. Recent changes have been made to the way parents receive information about their child's progress. In addition to the annual summer parents' evening, there are now opportunities for parents to have regular individual meetings with class teachers in order to discuss in detail the work their children have been doing. These meetings will greatly improve the information parents receive and will help to address some of the parental concerns. Unfortunately, owing to staffing problems, the school has not been able to offer such a meeting to all parents during the first two terms of the current year. The views expressed by parents at the parents' meeting and in the questionnaires clearly show that they feel there is a communication problem with the school. A significant number of parents feel they are not kept well informed and find it difficult to approach the school. There have been a number of recent changes to school systems and it is evident that these changes have not been fully understood by all the parents. If the school and its pupils are to benefit from the full support of all the parents, the school will need to review the way it consults and informs parents about the school and its work.

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

55. In the previous inspection the educational direction and curricular leadership of the school were unsatisfactory and did not provide effective management. This is no longer the case. The overall leadership and management of the school are very good. The headteacher provides strong, caring leadership and with the very effective support of the governing body gives a very clear direction for the development and improvement of the school. The headteacher has been in post for two terms and in this short time has consolidated and effected many improvements in the leadership and management of the school. The impact of her leadership has been considerable. The governing body, the diocese, and the local education authority responded effectively to the last inspection report. They set up a monitoring committee and were active in their support and drive for improvement within the school. The local education authority has given very good support to the school and has been available for advice and support for teachers and has played an active monitoring role. The governing body has been very clear in its commitment to the school and has worked systematically to provide a secure and effective learning environment. The improvements have enabled the staff to provide an effective learning environment and so ensure a positive commitment to striving for high educational standards.
56. The headteacher maintains an effective balance between the many areas of her role as a strategic manager, and administrator, and through monitoring of standards and teaching. She sets high standards and leads the teaching by example, as she has a significant teaching commitment. The headteacher and the deputy headteacher monitor planning throughout the school. The headteacher has begun to monitor teaching throughout the school, giving constructive feedback to the teachers on their performance. She has good support from the deputy headteacher, whose role has been significantly developed over the last two terms. He has monitored teaching in his subject area and has also monitored the pupils' learning. He is regularly given time to fulfil his management responsibilities.
57. The school has clear aims and values which are reflected in the school's mission statement and which are rooted in its documentation and its work. There are good relationships in the school and pupils have equal access to the curriculum. The leadership and management reflect a commitment to raising standards throughout the school.
58. All teachers have the opportunity to have personal professional development interviews with the headteacher, in place of formal appraisal. Staff with management responsibilities have the scope to develop their subjects throughout the school. All subject co-ordinators have the facility to budget for their subject and bid for funds, they make presentations on the development of their subject area to the governing body.
59. There are good procedures for monitoring the progress of the pupils in the school. Targets

have been set for all pupils and a clear tracking system is in place. The evaluation of information from tests throughout the school is beginning to influence the work of the school but the school recognises there is still some work for it to do in this area. However, the school has recognised what it does well, and has grouped the pupils in year groups for their science lessons. This initiative has helped to raise pupils' attainment and improve the teaching in science lessons. The school has a good commitment to succeed. This is clearly seen in the many ways the teachers have sought to improve their work. The local education authority has been active in the support of the teachers and through specific and targeted support has helped them to improve their practice. The school has provided extra resources to give support for pupils who would benefit from intensive support. This has been a very clear and effective targeting of its funds. The school has also employed a part-time teacher and part of her responsibility is to allow subject co-ordinators to manage their subject areas. All staff have a commitment to raising educational standards and have worked hard to improve the overall provision within the school.

60. The contribution the governing body makes to the effective running of the school is very good. After the last inspection the governors realised that there was a lot of work to do in the school. They understood their responsibilities and were very effective in bringing about change. The governors take their responsibilities very seriously and are committed to raising standards and improving the provision in the school. They have ensured that they are very well informed and have attended training sessions to be able to bring about change. The chair of the governors works very closely with the headteacher and they meet each week to discuss the school and its work. The monitoring committee made up of governors; local education authority representatives and the headteacher have regular meetings to review the work of the school. The committee structure and the commitment and dedication of the governing body ensure that the work of the school is comprehensively monitored.
61. The school fully complies with the current Code of Practice on the identification and assessment of pupils with special educational needs. The special educational needs provision in the school is well managed and led by the headteacher. The school works very hard to maintain the extra provision for pupils at all stages of the school's register. Substantial funding, over and above the budget allocation, is provided to pay for extra teaching hours and support. The provision for special educational needs has improved since the previous inspection.
62. The school has sufficient teachers to meet the needs of the curriculum, including the areas of learning for the under fives. At present there are two supply teachers in post. One teacher is at present on long-term sick leave and it is not clear when she will return to the school. This has caused some disruption to the education of the pupils in her class. This situation has been difficult for the school to manage. Another teacher has taken early retirement and has yet to be permanently replaced. Staff have been well deployed and the redistribution of curricular responsibilities has been necessary because of the absence of two established members of staff, one of whom was the mathematics co-ordinator. All teaching staff have been trained in the implementation of the National Numeracy and Literacy Strategies. Teachers attend professional courses and these are now clearly linked to the School Development Plan and the teachers give appropriate feedback. Job descriptions are in place. At present there are no induction procedures for new members of staff but there is a staff handbook which gives teaching staff clear guidance. At present the school does not have any links with any initial teachers training providers. The headteacher has a mentor appointed by the local education authority to support her during her first year in post.
63. Learning assistants are very effectively deployed in the classrooms. They use their time and expertise effectively and this has a positive effect on the progress that the pupils make. The assistants in the nursery class give good support to the teacher and this aid has a positive impact on the progress that the children make. The school is very clean and well maintained, which reflects the school's positive attitude to the pupils. Several building improvements are planned including a new roof and a computer area that will have a beneficial effect on the work of the school.
64. The quality of the internal accommodation is good and is used well. The large open common areas are used particularly well by the school to enable support groups, independent work and computer studies to be undertaken within the working atmosphere of the classrooms. The flexible accommodation is light and airy and provides a bright learning environment. The

nursery has good accommodation and a large area outdoors for the children; part of which is covered, enabling good use even on wet days. The school has good hard and grassed areas for pupils' outdoor use and although the grassed area is sloped and does not drain very well it gives a good area for the pupils to use for physical education lessons and playtimes. The school hall is large and provides an effective facility for assemblies, dining at lunchtimes and physical education lessons.

65. Resources for learning are, overall, good. Resources in the library are satisfactory in range and quality. Those for the under fives in the nursery are good; however in the reception class they are only satisfactory. The reception class does not at present have any outdoor play equipment or a secure area for them to use for their outdoor play. Resources are accessible, stored appropriately and managed efficiently.
66. The efficiency of the school is satisfactory. The present budget was set by the previous headteacher and the local authority finance officer together with the finance committee of the governing body. The surplus shown at the end of the previous year has been depleted through a significant sum of money being spent on the supply teachers' budget. Preparations have started to set the present year's budget and the curriculum co-ordinators are preparing to bid for money from the budget. The budget is to be clearly linked to the School Development Plan, clearly linked to the school's educational priorities and to raising standards in the school. The present School Development Plan covers one year only and is not costed; its targets are broad and not sufficiently specific. In its current form it lacks rigour and is not an effective tool for school development. As a result it does not provide a secure framework upon which the school can plan effectively or judge value for money from its initiatives.
67. The school receives specific grants for supporting special educational needs and the school spends over and above the amount of money allocated for this area of their work. Specific grants for staff training and for improvements in its provision and performance in information technology are used appropriately and careful records are kept by the deputy headteacher.
68. The day-to-day administration of the school is good. The school secretary gives good support both to the headteacher and the teaching staff. The recommendations of the most recent auditors' report have been acted upon. At present the school does not have systems in place to audit the unofficial school funds. The nursery classteacher collects funds from parents and, although properly managed, this fund is not part of the school systems nor is it audited by an outside agency. The school secretary carefully maintains the unofficial school fund but there are no procedures in place to have this fund audited. The school recognises the need to rectify these situations.
69. The school secretary applies some of the principles of best value in the use of resources. She seeks the best value for money by comparing prices and evaluating the quality of their purchases and the services that are provided. The school has allocated extra money to support specific pupils in the school and the impact of this spending is being carefully monitored by the headteacher, to ensure that best value is being made of this additional support. The school makes good use of its technological capacity; the finance officer keeps the budget up-to-date on the office computer. School records, details of specific grants and inservice courses for teachers are kept using this facility. The school uses the computers in the common areas and classrooms well, with the older pupils easily accessing the Internet for information. The school has made a good investments in up-to-date computers and they are used well.

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

70. The school has made good progress since the previous inspection, but in order to improve further the quality of education in the school, the headteacher, governing body and staff should:
  - Raise standards in pupils' writing in both key stages by:
    - ensuring that pupils have regular opportunities to explore different forms of writing;(see *paragraphs:3,7,24, 91,92, 107, 109*)

- ensuring that pupils use punctuation consistently;(see *paragraphs: 7, 88, 91*)
  - ensuring that pupils have opportunities to explore their writings at length; (see *paragraphs: 3, 36, 91, 92, 95*)
  - ensure that the pupils have opportunities to write independently. ( see *paragraphs:7, 24, 92*)
- Raise standards in mathematics and science in Key Stage 1 by:
    - continuing to develop pupils' confidence when working independently; (see *paragraphs:9, 99, 100, 107*)
    - using planning to identify clearly what the pupils will learn; ( see *paragraphs: 28, 33, 41, 51,104,109*)
    - using assessments more consistently to aid planning; (see *paragraphs: 33, 50, 51, 104, 109*)
    - providing greater opportunities for the co-ordinators to share good practice. (see *paragraphs: 56,59,98,110*)
- Raise standards in art throughout both key stages by:
    - ensuring the that planned curriculum is taught systematically; (see *paragraphs:11, 40, 111, 114*)
    - ensuring that the development of skills clearly takes place;( see *paragraphs:11, 40, 111, 112*)
    - ensuring that the pupils' creativity is challenged and developed.( see *paragraph: 113*)
- Improve assessment procedures in the curriculum by:
    - providing assessment procedures for all the National Curriculum subjects;(see *paragraphs: 33, 51,96,104, 109, 138*)
    - ensuring that the assessment procedures are used to enable the teachers to focus their planning on what the pupils are to learn; (see *paragraphs:28, 33,41,51,96, 104, 109*)

- Develop more consistent communications with parents, so that they understand more fully the work of the school, by:
  - giving parents more information about the curriculum, the progress their children are making and new initiatives within the school. (*see paragraph:54*)
- Improve the quality of the School Development Plan by:
  - extending its length beyond one year; (*see paragraph: 66*)
  - including specific, measurable goals for each of the targets; (*see paragraph:66*)
  - rigorously costing all identified priorities; ( *see paragraph:66*)

In addition to the key issues above, the following less important weaknesses should be considered by the governors for inclusion in the action plan.

- Ensure that all school funds are correctly audited; (*see paragraphs: 68, 85*)
- The children in the reception class have a secure outdoor area and equipment for outdoor play; (*see paragraphs: 65, 81,85*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	39	49	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	173
Number of full-time pupils eligible for free school meals	N/A	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	42

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

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

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.4

Unauthorised absence	%
School data	2.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	8	7	7
	Total	15	14	15
Percentage of pupils at NC level 2 or above	School	79 (77)	74 (70)	79 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	7	7	8
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	74 (74)	79 (87)	79 (87)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	16	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	12	11	11
	Total	16	15	15
Percentage of pupils at NC level 4 or above	School	64 (66)	60 (57)	68 (59)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	5
	Girls	12	11	13
	Total	17	15	18
Percentage of pupils at NC level 4 or above	School	68 (66)	60 (57)	72 (59)
	National	68 (65)	69 (65)	75 (70)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	190
Any other minority ethnic group	3

*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)	7.7
Number of pupils per qualified teacher	22.5:1
Average class size	28.8

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

Total number of education support staff	4
Total aggregate hours worked per week	78

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20.0:1

Total number of education support staff	2
Total aggregate hours worked per week	34

Number of pupils per FTE adult	6.7:1
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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	£
Total income	344189
Total expenditure	345727
Expenditure per pupil	1869
Balance brought forward from previous year	22535
Balance carried forward to next year	20997

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

### **Questionnaire return rate**

Number of questionnaires sent out	193
Number of questionnaires returned	53

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	2	0	2
My child is making good progress in school.	34	45	19	2	0
Behaviour in the school is good.	30	49	19	0	2
My child gets the right amount of work to do at home.	21	38	26	11	4
The teaching is good.	42	49	8	2	0
I am kept well informed about how my child is getting on.	38	40	13	9	0
I would feel comfortable about approaching the school with questions or a problem.	47	28	15	9	0
The school expects my child to work hard and achieve his or her best.	47	47	6	0	0
The school works closely with parents.	34	38	11	17	0
The school is well led and managed.	34	47	11	4	4
The school is helping my child become mature and responsible.	34	60	0	0	6
The school provides an interesting range of activities outside lessons.	28	53	11	0	8

## **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**

71. The majority of children enter the nursery class in the year that they are four, with attainment that is overall average for children of their age. The nursery class has 40 children at present who attend part-time but not all the children who are in the nursery class will move into the school reception class. A significant number of children move at the end of their time in the nursery class to other Catholic primary schools in the area. Assessment of children who are at present in the reception class indicates that their attainment is below average. By the time they are five in the reception class, the majority of the children have not achieved in most areas of the Desirable Learning Outcomes for young children. In personal and social education and in reading a majority of children have reached the expected standards. The children make good progress throughout the early years in the school. There is at present one class of reception children who have been in school for nearly two terms. The previous inspection indicated provision for children in the early years of education was a strength of the school. Teaching in the early years was judged to be good and this remains so.
72. In personal and social education most children have attained standards that are in line with those expected for this area of learning, by the time they are five. The children make significant progress throughout the early years and their social skills develop well. Teaching in this area of learning is good. In the nursery class, the teacher and the support staff encourage the children to share equipment and to treat each other with care and consideration. Some children find it difficult to share toys and equipment and the adults are skilful in helping the children to work together. In the nursery the children are encouraged to take turns using the computer and to wait patiently for their own turn. The children are encouraged to develop their personal skills, by, for example washing their hands at appropriate times. The children in the reception classes begin to understand and follow the class routines. They share equipment well and help and co-operate with each other as they work. The children dress and undress themselves for physical education sessions; they put their clothes in tidy piles and dress themselves afterwards with the minimum of fuss and help from adults. The children are beginning to work well independently; during work sessions they are able to organise themselves and get on with their work.
73. The teaching of personal and social education is good. The good classroom organisation and the clear routines promoted in both the nursery and the reception class help the children to become independent learners. The class teachers and all the adult support staff encourage the children to collaborate and support each other. Staff work well to show the children how to play together and to share, giving the children good guidance about what is acceptable behaviour and what is not. The result is a calm working environment in which the children feel happy and secure. The teachers and support staff are good role models for the children; they are unfailingly polite and caring towards them. Children with special educational needs are identified early in the nursery class and are given appropriate help and support.
74. In language and literacy, most children have not attained standards expected for this area of learning except in reading skills, where the children's attainment is in line with that expected, by the time they are five. The children make good progress. The children in the nursery and reception classes are willing to talk about what they are doing. Nursery children discuss what kind of animals are in the water tray and how they are going to capture the spiders and how many there were. In the reception class the children talked about how the cheese on top of their pizzas has melted and other ingredients have also changed. The children listen carefully to the classteachers and adult support staff who constantly engage them in conversations. Some of the children have limited speaking skills but they try hard to express their ideas with the careful support and encouragement from the adults. They listen carefully to instructions, stories and rhymes. They enjoy singing rhymes such as "Humpty Dumpty" and enjoy listening to the story of "The Enormous Turnip."

75. Children handle books with care, holding them correctly and turning the pages one at a time starting from the front. They enjoy reading books and in both classes the children enjoy having stories read to them becoming engrossed in the story. The children in the reception class use the picture clues well in their group reading and enjoy the reading scheme books. They talk about the books and suggest what might happen next. They read with interest and know that when they see an exclamation mark they must read with emphasis. The children in the reception class recognise their own name in print and are beginning to write their name accurately. They are beginning to connect sounds with letters and when they looked at the word noisy they recognised it started with the letter "n". The children in the nursery and the reception classes are encouraged to write for a range of purposes and with a range of tools. They write in their books, their names on their work, lists for their picnic and the names of toys they have identified. The children in the reception class write in their own way and they are beginning to write under the teachers writing or to copy from a word card. The reception class children have reading books, and the nursery children also have access to a wide range of good quality books.
76. The teaching of language and literacy is good. The staff converse with the children as they work and encourage the children to talk about their tasks and about the letters and the marks they are making. They encourage them to be aware of letters and sounds and relate these to familiar words and objects. For example, the children in the reception class were asked to recognise the initial letter of a range of toys and shapes and they identified them well. They respond to the children's ideas, praising them and encouraging involvement. The teacher encourages the children to read their stories with enjoyment and expression, giving good guidance on how to respond to the punctuation in books. The reception class teacher uses the correct technical language in literacy sessions and the children are well aware of correct terms and usage. Role-play, is used well to extend and involve the children in their play. The nursery staff are sensitive to the experiences that the children have at home and build on them. For example, at present the role-play areas are a Baby clinic and Morrison's supermarket.
77. In mathematical understanding, most children have not attained standards that are in line with those expected for this area of learning by the age of five. The children respond to good teaching and make good progress. Children in the nursery work in the water and sand trays filling and emptying containers. They look at a range of food packets and sort them according to whether the food is suitable for babies or children. They make paint patterns with mathematical shapes and talk about the patterns they have made. Reception class children count to twenty in the group and work out what two and three more will be in their practical class sessions. They look at a set of objects and know that there are three of them and do not have to count each individually. Most children understand that there are no three and four penny coins. Children sort their shoes into different sets using a range of different criteria, according to colour and then laces or buckles. They also sort a range of plastic animals and buildings into different sets.
78. The teaching of mathematical understanding is good. The teachers take every opportunity to develop the children's understanding of number through a wide range of different activities and play. These enable the children to develop and extend their awareness of number, sorting, shape and mathematical language. The reception teacher uses puppets to count and this ensures that the children are fully engaged in the tasks. The children are taught how to sort and record their work. Lessons are well prepared and the staff encourage the children to concentrate well. The staff use a wide variety of resources and strategies to support the mathematical understanding of the children and they use these effectively.
79. In knowledge and understanding of the world, most children attain standards that are below those expected for this area of learning by the age of five. The children respond well to good teaching and have a natural curiosity, which ensures that they make good progress. A wide range of activities is provided, which is planned to extend early concepts in science, design and technology, geography, history and information technology. The children in the nursery class look carefully at the frogspawn and report how it has now changed to tadpoles. They watch the two colours of playdough mix and change colours as they combine it. The children in the reception class use playdough to explore pushes and pulls. The pupils making a pizza smelled and tasted the ingredients and understood that when it was cooked it would change. Children work with magnets and talk about their findings. Children in the reception class talk about the weather and what it was like yesterday as they consider carefully which symbols to

use. They are clear that plastic macs and wellington boots are waterproof and that these properties are essential when it is raining. Children write about themselves and what they want to be when they grow up, one of the boys said that he wanted to be a fireman when he grew up. Children in the nursery use the computer to work through an interactive program called " Freddy the fish" which is a particular favourite with the children. In the reception class the computer is used to support the children's work recognising letters and also for completing jigsaw puzzles. The children control their movements on the screen appropriately by using the mouse and keyboard.

80. The teaching of knowledge and understanding is good. The teachers and support staff work effectively to involve the children in the tasks set for them. They bring into the classroom resources that will support this learning. For example, the teacher had brought into the class a child's mac, wellington boots, waterproof hat and the children enjoyed dressing in these clothes. The children are shown how to work the computers and they are encouraged to be independent and careful in their use. The staff work hard to develop the children's general knowledge and speaking skills. Staff pay good attention to health and safety matters. For example when the children were working with food they were encouraged to wash their hands and reminded about this aspect of their work before they started to look at the ingredients.
81. In physical development, most children do not attain standards that are expected for this area of learning by the time they are five. However, the children make good progress. They use a range of equipment and materials in their work and their skills develop well. Paintbrushes, pencil, felt pens and crayons are used efficiently and safely in their creative activities. In outdoor play the children in the nursery class use the equipment provided well; they climb, balance, and create imaginative play areas with large equipment. They play with plastic bottles filled with sand and pretend they are skittles. The children in the reception class do not have an opportunity to use the large area and good range of outside play materials. In physical education lessons the reception children skip, walk on tip toe and hop from one foot to another as they move around the hall, learning to develop and control their bodies. The children learn to throw their beanbags up into the air and catch them as they fall.
82. The teaching of physical development is good. The staff show the children how to use the wide variety of equipment that is available to them. They engage the children in their activities and take the opportunity to develop their speaking skills through their work. For example, the teacher asked how many bears were living in the house that the children had made and if the house really needed to be larger. The adults show the children how to hold scissors and cut successfully. In outdoor play a wide range of activities are provided for the nursery children to use to develop their skills. In physical education lessons the teacher give good demonstrations to the children to help them to improve their work.
83. In aesthetic and creative development, most children do not attain the standards that are expected in this area of learning by the time they are five. The children make good progress. The children in the reception class have looked carefully at the way that oil paints float on water and have created their own watery pictures. The children have worked together to create a seasonal collage, with flowers, birds and daffodils. The children in the nursery use paint to paint pictures of a range of spring flowers with green and yellow painted pictures are displayed throughout the nursery. The children in the nursery experimented with paint covered tennis balls, they moved them round in a washing up bowl and were intrigued as the ball left its trail of paint as it wandered round the bowl. The children show pleasure in their work and are pleased with the results. Their work is valued and displayed well. They children enjoy their music lessons; they sing with high, low and middle voices and when they sing "Incy wincy spider " they include the actions. In the imaginative play areas the children use their skills to communicate and co-operate with each other.
84. The teaching of aesthetic and creative development is good. The staff provide opportunities for the children to develop their creative ideas through drawing, paint and model making. The teachers encourage the children to express their feelings and provide a range of materials to challenge and develop the children's learning. The activities are well planned and well managed by the staff.
85. The classroom for the nursery class is large with a number of small areas used for a range of purposes; the outdoor facilities are good. There is a large, secure, hard and grassed area for

the children to play on, part of which is covered so that the children are able to go out even on wet days. The nursery resources are of good quality and quantity. The nursery teacher is the early years' co-ordinator and she has plans for closer links between the nursery and the reception class and further documentation to support the home/school links. At present the nursery parents provide funds each week to support activities in the nursery: these funds, although correctly managed in the classroom, are not part of the whole-school accounting system, the funds have not been audited and this situation needs to be rectified. The reception class does not have an opportunity to use an outdoor secure area with suitable equipment nor does it share the nursery facilities. The quality, range and quantities of resources in the reception class are satisfactory.

86. The teachers and the support staff in the nursery and reception classes work well together. They understand the importance of parental involvement in the children's education and work hard to foster good supportive link

## **ENGLISH**

87. By the age of seven and eleven pupils' standards in writing remain below average. Standards in reading and speaking and listening are in line with expectations. At the end of both key stages, the proportion of pupils in these cohorts who are on the school's register of special needs is significantly high and is a contributing factor to the low attainment in writing. In the 1999 end of key stage tests, standards in writing improved marginally but still remained below average.
88. Most pupils in both key stages are making satisfactory progress. The school has recognised the need to improve standards and has taken appropriate measures to do so. The National Literacy Strategy has been effectively implemented in the school and steps have recently been taken to monitor and improve the quality of teaching. The quality of planning has improved with the literacy initiative so that language skills are now taught more systematically. Pupils who have special educational needs make good progress in relation to the individual targets set for them. The school's policy of inclusion means that pupils benefit fully from classroom teaching as well as appropriate individual and group support.
89. At the end of Key Stage 1, pupils generally listen attentively and respond confidently to teachers' questions. Most pupils express their ideas clearly. More able pupils read aloud with expression. Older pupils speak thoughtfully about a range of subjects such as their reading preferences or their views about the school. They listen to and respond appropriately to others, sharing ideas for example during science investigations or when reading their work to the class. Pupils are polite and courteous when speaking to adults. Drama and role-play are not a feature of the English curriculum: consequently, many pupils lack confidence when speaking to large audience such as a school assembly.
90. Pupils' language development is below expectation when they enter reception class. By the age of seven, standards in reading are broadly average. The youngest pupils show an interest in books and can identify the author and the title on the front cover. They develop effective reading skills such as using letter sounds to build words and using pictures to gain meaning from the text. By the age of seven they know the difference between fiction and non-fiction and use contents and index appropriately to find information. By the age of eleven, most pupils are fluent independent readers. They express their reading preferences clearly and name their favourite authors and book titles. More able pupils read and understand a wider range of texts and recognise underlying meaning in what they read. During the literacy hour all pupils read a wide range of literature including poetry which is used as a basis for discussions and writing. Good opportunities are provided for pupils to extend their knowledge of love of books through visits to the school from authors and storytellers.

91. By the age of seven, standards in writing are currently below expectations. Pupils write and spell simple words accurately and make good attempts at spelling unfamiliar words using letter sounds. Pupils know about capital letters and full stops but do not use them consistently. Pupils increase their writing skills, for example when learning to use prefixes to change meanings or combining words such as *black* and *board* to make new words. These strategies are not sufficiently practised however through extended writing. Most pupils do not express ideas beyond simple statements and there are too few opportunities to explore different forms of writing, adapted to different readers.
92. Pupils' attainment in writing by the age of eleven is below that expected for their ages. A significant proportion of pupils reach standards which are broadly in line with expectations, but too few pupils are reaching higher levels in their writing. Pupils are beginning to develop greater awareness of the reader and attempt to introduce more lively and descriptive language into their work such as by the use of simile and metaphor. The range of writing includes narrative, factual and discursive writing, as well as some written work in history, geography and science for example. Generally, however, the range is too narrow and pupils do not explore ideas at length or choose what to write independently. Handwriting is joined and legible and presentation of work is satisfactory overall.
93. The Literacy Strategy is effectively established throughout the school and is having a positive impact on standards overall. Pupils gain new skills at a reasonable pace and satisfactory progress is evident. The pace of learning for pupils with special educational needs is good in relation to their individual targets. In one lesson pupils extended their vocabulary and used their 'new' words to write sentences about a scarecrow. Individual pupils are supported well in classrooms with special educational needs assistants reinforcing the teaching as the lesson progresses.
94. Pupils are motivated and enthusiastic learners. They contribute well to discussion and work hard during writing activities. They show interest in their work and respond well to the range of opportunities provided. Pupils in Year 5 and 6 for example followed up a writers' workshop experience with some lively poetry based on the story of Alice in Wonderland.
95. The quality of teaching is good overall. No unsatisfactory teaching was seen. Teachers manage the pupils well so that they all listen and take part in the lesson, resulting in good behaviour. All teachers have a secure subject knowledge and use this effectively to deliver the Literacy Strategy. Planning is thorough and takes account of the range of abilities within the class. Different work is prepared for groups and teachers use a wide range of questioning skills to make sure that all pupils have the opportunity to play a part in discussions. Teachers work very effectively with support staff so that groups and individual pupils benefit from extra help. Occasionally, time within the lesson is not used effectively to promote writing because of time devoted to discussion. The satisfactory use of resources helps pupils' writing and their progress towards the targets set for them.
96. The analysis of assessment and tests results in realistic targets being set for pupils' attainment over time. However, despite the overall quality of teaching, there are weaknesses: there is no clear system for recording what pupils learn on a day-to-day basis; the objectives identified in teachers' plans focus more on what is taught than on what pupils will know and understand at the end of the lesson; there is no system to match pupils' skills to National Curriculum levels in order to assess their attainment more accurately. The quality of marking is satisfactory. Teachers' comments often help pupils evaluate their work and suggest how it might be improved.
97. The subject is effectively managed. The co-ordinator has led the staff successfully through the implementation of the National Literacy Strategy. Staff development has been suitably organised. Owing to prudent management of grants for books there is a good supply of 'big books' and books for guided reading. Books in the library are of a suitable range and quality for the ages of the pupils. The library is used well to promote pupils' research skills.

## MATHEMATICS

98. By the age of seven pupils' attainment in mathematics is below the levels expected for their age. Over the last three years pupils' attainment has been consistently well below the national average. During the current inspection, evidence indicates that there has been some improvement in pupils' attainment but it is still below the national average. By the age of eleven, pupils' attainment matches the level expected for their age. The National Numeracy Strategy has been implemented in the school and is beginning to raise attainment. This has led to a more consistent, structured approach to the teaching of mathematics. The headteacher has monitored teaching in mathematics and this has led to improved classroom practice. Additional booster classes are also having a positive impact on attainment in Year 6.
99. By the age of seven, pupils build satisfactorily on their early mathematical experiences, counting to 20, identifying numerals and placing numbers in order of size. They learn about ordinal numbers and are beginning to put individual ordinal numbers in their correct positions. For example, in the Year 1 class, the pupils were challenged to look at the position cards pupils were holding and decide who was the third pupil. The pupils are prepared to work hard with their tasks and are enthusiastic as they sort themselves into the correct order; this ensures that they learn well. Older pupils know the number bonds to 10 and add and subtract numbers to 20, with the higher attainers handling greater numbers. Pupils round numbers to the nearest 10 and are beginning to learn about the value of different numbers. Some pupils identify patterns when counting forward and back on a 100 square but a significant proportion show a lack of confidence when working with numbers. They are beginning to learn about the  $\times$  sign as "lots of" or "times" but many need the support of cubes to help them work out answers to questions and then count in ones rather than groups or sets of numbers. For example, pupils in the Year 2 class use cubes to work out  $3 \times 3$  and when they have constructed the sets they added up the cubes to gain the correct answer. They work out  $3 \times 7$ , but only half of class grasped that the sum  $7 \times 3$  gives the same answer.
100. Most pupils know the names of regular shapes such as triangle, square and circle and name shapes such as cubes and spheres. They recognise and use coins and use them to solve problems practically and in their workbooks. For example, in the Year 1 class, pupils were asked to shop and give the correct change using as few coins as possible. Although the pupils responded well to the challenge of the task a significant number of the pupils were not confident in handling the coins. Pupils use centimetres to measure length and a range of objects such as cubes when weighing given articles. Pupils with special educational needs are very well supported in their mathematics lessons and are able through good support and carefully structured lessons to achieve well.
101. By the age of eleven, pupils continue to make satisfactory and often good progress and become increasingly proficient in all aspects of the number system. The quantity and range of their mathematics work are good, especially at the end of the key stage. Pupils have a good understanding of place value and use all four number operations to solve problems. For example in Year 5 and 6 the pupils mentally add numbers containing hundreds, tens and units. They are accurate in their work. Pupils in Year 4 and 5 show good facility in their tables work and are helped to become more proficient as the result of challenging activities promoted by the teacher. In lessons they listen to clear instructions given by the teachers and co-operate well with their shared tasks. Most pupils in Year 5 and 6 understand the terms factors, multiples and prime numbers. They convert fractions to percentages and decimals and understand that a half, point five and 50 per cent are the same.
102. Pupils measure and construct different angles and recognise acute and obtuse angles. They identify a range of different types of triangles. Most pupils understand and use co-ordinates and some are able to work in all four quadrants. In Year 3 the pupils worked with a programmable floor robot, to work out the route it must take on a given pathway. The pupils worked together, listened to each other and identified the number of degrees and the direction the robot needed to turn at each corner. This was not an easy task for them and they concentrated well and tried hard to succeed. Pupils convert different currencies and display their results in graph form. Here mathematics, geography and information technology are all used to promote mathematical skills and understanding. Pupils learn about averages and are beginning to use mode and median, as well as the mean when handling data. They learn that "the mode is the value that occurs most often and the value in the middle is the median". They

record their findings of the frequency of letters in their books, on tally charts, compare their results with their predictions, before displaying their results in graph form. In this task the pupils co-operated well together and shared their resources effectively. Pupils showed good levels of concentration and a will to succeed. They understand symmetry and identify edges, vertices and faces when they compare the properties of three-dimensional shapes. Pupils with special educational needs are very well supported in their lessons and make good progress.

103. The quality of teaching throughout the school is generally satisfactory; some good and very good lessons were observed. Teachers have secure mathematical knowledge and prepare their lessons well. They teach all aspects of mathematics and all attainment targets are appropriately covered. They make good links with previous mathematical work, give clear explanations and instructions and make effective use of examples and demonstrations. For example, in a very good Year 1 lesson the teacher gave active demonstrations of the tasks to be achieved and involved the pupils in her clear explanations. Where pupils forgot the task was about ordinal numbers she quickly ensured that the pupils refocused and make maximum gains from the task on ordinal numbers. Where teaching is most effective teachers make good use of questioning to challenge pupils' mathematical thinking. They maintain a good pace to lessons with progressively challenging tasks, clearly focused on learning. The teaching of basic mathematical skills is satisfactory, with the teachers using the National Numeracy Strategy to give a good structure to their work. They manage the pupils well and ensure a good range of learning experiences to ensure that the pupils are fully involved in their learning and the tasks set are stimulating and engage the pupils. For example, pupils in Years 3 and 4 were completely motivated in planning the pathway for the floor robot and were active in wanting to succeed with their task.
104. Teachers plan well but do not always make sure that the pupils' mathematical work is pin pointed to appropriate National Curriculum levels. Support staff are used very well to support the pupils in their work and to ensure that they make the maximum gains in their lessons. Teachers plan work that is appropriate for the groups in the class and monitor their mathematics work well. Work is well matched to the needs of the pupils. Resources are used appropriately to support the pupils' tasks. Teachers use on-going assessment but there is no overall consistent whole-school approach to assessing and recording pupils' progress. The school is beginning to use the information it has to set individual targets for pupils and to identify different pupils for extra support. This aspect of assessment is well used. The deputy headteacher is beginning to monitor this closely at the end of Key Stage 2. Marking of pupils' work is consistently good and the pupils are given good guidance on how they might improve their work.
105. The subject co-ordinator is at present absent from the school on long-term sick leave. The headteacher has effectively taken over the role of co-ordination during this time. She reviews medium-term plans and has monitored classroom practice. There is a mathematics after school club for the pupils, which is led by a student from the local sixth form college. He is a past pupil and is keen to help the pupils with their mathematics. The pupils respond well to the extra support and work hard. Information technology is used well to support the mathematics curriculum: the pupils use a wide range of mathematical games and programs and also use spread sheets to display their data. The teachers use the floor robot to give good support to their lessons on angles, effectively using information technology in the mathematics lesson. Resources for mathematics are good and are stored appropriately.

## **SCIENCE**

106. By the age of seven, pupils' attainment in science is below the level expected for their age. Evidence from the current inspection indicates that pupils' attainment is below the national average, but that pupils' experimental and investigative skills are being developed and are starting to have a positive impact on the attainment of the pupils. By the age of eleven, pupils' attainment in science is in line with the national average. Over the last three years there has been some year by year variations in the National Curriculum test scores - for example, there was a downward trend from 1997 to 1998, but the trend since 1998 has been upward. Evidence from the current inspection indicates that this trend is continuing - the pupils' attainment is now in line with the national average. There are several reasons for this upward trend. There is now a detailed scheme of work that clearly outlines the steady and increasing

development of knowledge and skills, linked to an improvement in the approach to curricular planning. Additional staffing has allowed for teaching in smaller, single-age groups and this has had a significant impact upon the learning of the pupils. Systematic monitoring of teaching by the co-ordinator has resulted in improved classroom practice.

107. At the end of Key Stage 1 standards are below the national average. Pupils understand that all living things grow and develop. They relate growth of humans to a number of stages. For example, baby, toddler, teenager and adult. In each stage of development they recognise that there are significant differences. For example, when they looked at the life cycle of a frog they were clear about the huge differences in appearance at each stage of development. Pupils describe different materials and identify the similarities and differences of the materials. They move objects by pulling and pushing and explain that there must be a complete electrical circuit to make an electrical lamp work. Pupils are confident when they explain why an incomplete circuit will not work. In this lesson in Year 2 the pupils were effectively challenged by the very well matched tasks provided by the class teacher. They worked purposefully with sustained effort and the interactions between the pupils about the work in progress were very good. Pupils distinguish between appliances that use batteries and those that work from a mains electricity supply. In Year 1 the practical and interesting nature of the task set for the pupils in consolidating their learning about magnets by making a fishing game ensured that their learning was established in an exciting and refreshing manner. Pupils generally lack confidence in carrying out investigations independently and in offering suggestions of what they think will happen. Pupils of all levels of prior attainment, including those with special educational needs, make satisfactory progress through the key stage. In some lessons they make good progress. For some pupils their learning in science is adversely affected by their poor recording skills.
108. At the end of Key Stage 2 standards are in line with the national average. Pupils demonstrate a systematic approach to their investigations. The teaching of investigations ensures that most pupils understand and can devise a fair test. They select suitable equipment to use, understand the need for fair testing, make predictions, carry out their investigations and record their findings systematically. At times, this is in the form of graphs using information technology skills. Higher attainers draw conclusions and give reasoned explanations for their findings. Pupils test the effects of exercise on their pulse rate and record their findings on a line graph. They explain that the heart beats faster as a result of exercise to provide the additional oxygen that is required by the body. Pupils in Year 6 experiment separating mixtures. They find they are able to separate insoluble materials by using a sieve to separate grit from sand and salt. After adding water, they use filter paper to separate the liquid and understand that they are then left with a salt solution. Pupils explain the process of evaporation to recover the salt. The higher attainers explain saturated solutions and understand that the size and surface area of the dish will affect the rate of evaporation of the solution. In this lesson the very good teaching ensured that by the end of the lesson the pupils had made good gains in their learning and that misconceptions and misunderstandings were effectively dealt with. Year 4 pupils were very critical of their own experiments and were clearly focused at the end of the lesson on what they had learned and how their experiments could be better organised so that the end results were more secure. The pupils in Year 4 and 5 work with forces and recognise that pushes and pulls and falls are all different forces that act upon objects. They learn the effect that water has on weights of objects and which shapes are best at travelling through water. In Year 3 the pupils work with magnets and consider which material will allow the magnets to attract each other and which will not. They take care with their experiments and note that in some case thickness of materials matters. For example, the thickness of the cotton wool made a difference to the way the magnets attracted each other. In all year groups work is based on experimentation and the teachers enable the pupils to make significant gains in their learning. Pupils with special educational needs are given good support by the class teachers and support assistants to ensure that they make good progress throughout the key stage. They improve their knowledge and understanding and develop increasing confidence and accuracy in carrying out investigations and recording their results.
109. The quality of teaching is good throughout both key stages. Teachers have secure subject knowledge, make good links with previous learning, give clear explanations and instructions and make good use of questioning. This was particularly seen in the Year 6 class where the teacher skilfully matched the questions to the levels of prior attainment of the pupils so extending each in their work. Where teaching is most effective, teachers challenge pupils'

thinking they probe their understanding and involve them actively in their learning. They emphasise the correct use of scientific language and stress the need to make reasoned predictions and ensure fair testing. Recording of pupils' work is occasionally a limiting factor in pupils' achievements but the teachers are very aware of this problem and work hard to try to give pupils effective support in this area of work. For example, pupils with special educational needs are helped with recording their science work by an adult, either a teacher or a classroom assistant. Teachers plan well but do not always in their lesson planning specify learning outcomes matched to appropriate National Curriculum levels; nor do they make sufficient use of information from assessment to inform their planning. There is no systematic whole-school approach to assessing and recording pupils' progress in science. Some useful individual target setting has been started but this is not yet consistently implemented across the school. Numeracy is used well to support the science experiments undertaken by the pupils; they draw graphs, measure accurately and chart their results.

110. The subject is effectively co-ordinated. The co-ordinator sees medium-term plans and offers advice and guidance to his colleagues. He has monitored classroom practice and pupils' work across the school and has provided relevant individual and group feedback. Resources for science are generally good and are stored appropriately. The co-ordinator recognises the need to develop further the use of information technology in science, which is at present satisfactory.

## **ART**

111. At both key stages standards are below those seen in most schools. The range of experiences offered is limited and skills are not taught systematically as pupils progress through the school.
112. As Key Stage 1 pupils are given opportunities to use paints and pastels and in one lesson worked with clay. When printing, for example, the methods used in Year 2 are similar to those in reception year. Techniques are not developed beyond the use of basic materials. For example, pupils do not have the opportunity to use a range of materials in order to create their own printing blocks. Year 1 pupils worked enthusiastically with clay. Good techniques were taught to enable them to create coil pots. Such exploration of media, however, is not a feature of artwork in school.
113. At Key Stage 2 pupils develop satisfactory drawing skills. Sketchbooks are used effectively in Years 5 and 6 to practise drawing techniques. Observational drawings of crystal wineglasses show good use of line and tone. The work of other artists such as Mondrian, Picasso and Turner are used to stimulate ideas but there is little use of these artists to challenge pupils' creativity or develop skills and techniques using a range of media.
114. There is a scheme of work for art but this is not being followed systematically. Resources such as paint, pastel and pencils are in adequate supply but there is a limited range of resources such as those for printing or for three-dimensional work. Some of the pupils' work is not displayed effectively; this gives a negative message to pupils about the value placed on their work.
115. Satisfactory teaching was seen in a Year 1 art lesson where the teacher used resources well to challenge the pupils' skills. Techniques of rolling and fixing clay were taught well and pupils demonstrated acceptable standards in their construction of coil pots. In a Key Stage 2 lesson the teacher's planning and preparation of resources were good but the teacher did not sustain all of the pupils' interest well. As a result some of the work was finished too quickly and did not reflect the aims of the lesson

116. The school recognises the need to improve this subject and has already taken measures towards this by inviting artist Miso Chi to work with pupils in school.

## **DESIGN AND TECHNOLOGY**

117. In both key stages the standards achieved are similar to those in most schools. Pupils including those with special educational needs make satisfactory progress in the subject. Standards have been maintained since the last report. During the inspection only two lessons were observed: additional evidence was gained from teachers' planning, discussions with teachers and the examination of previous work. Pupils work with a variety of materials, designing and making their own artefacts. They use a range of tools, measuring cutting and shaping and evaluate their finished work.
118. Pupils in Key Stage 1 design and make model houses. They test different hinges for joining parts together. They choose the tools they are to use and record their choices by shading in the relevant pictures on a sheet of tools. Other pupils design and make glove puppets. They design their puppets, recording what it will look like, and make their puppets according to their design specification. They select suitable felt material and carefully sew the parts together. Pupils cut accurately with scissors and select appropriate fixing methods. In the Year 2 class the pupils designed and decorated their "coats of many colours" after they fixed the pieces together using cello tape, staples and glue, deciding which they thought would be the best for the task.
119. Pupils in Key Stage 2 use a clear design sheet to plan battery-powered lamps. They consider who is going to use the lamp and for what activity - for example, a torch for a policeman, a lamp for a mechanic and lamps suitable for people going on a camping holiday. They disassembled a range of different lamps to investigate how they work, reinforcing the learning they had gained in science lessons. The pupils then chose a subject and designed a lamp fit for the purpose. They label their designs, demonstrating their understanding of electrical circuits, indicating how the lamp is to be carried and identify suitable materials to be used. The pupils at the end of their lesson had produced some creative designs, with most being practical and "fit for purpose". They work well in lessons share ideas well and sustain their interest in the lesson. In Year 4 and 5 the pupils made a book about the Ancient Egyptians in support of their history curriculum. Year 6 pupils designed a pair of slippers, indicating the stages of making the slippers and suitable materials for the task. Afterwards pupils evaluated the finished product.
120. The quality of teaching is generally good. Teachers are well prepared and manage their pupils well. They make effective use of support staff and create a purposeful working atmosphere. They give clear explanations and instructions, stressing the importance of a systematic approach to designing and making. They observe their pupils at work and intervene when necessary to take the learning forward. The teachers are careful to reinforce important teaching elements such as clarity of design, labelling. With continual questioning about whether it will work.
121. The subject is effectively co-ordinated. The co-ordinator reviews teachers' medium-term plans. There is a useful overall subject map that indicates activities to enable the teachers to use the full range of different materials, tools and design, making and evaluation elements. There is a good range of resources that are stored appropriately.

## **GEOGRAPHY**

122. At the end of both key stages pupils attain standards that are typical for their age. Pupils, including those with special educational needs, make satisfactory progress in their geography learning throughout the school. In the previous inspection the standards pupils achieved at the end of Key Stage 2 were below the levels expected. The standards achieved by pupils at the end of Key Stage 2 represent an improvement.
123. Pupils in Key Stage 1 identified the correct season of the year when they looked at an

illustration showing a range of seasons. They recognised that “bonfire night” is in the autumn and spring is when the lambs are born. They consolidated their learning by creating a house whose windows revealed the correct season. The pupils showed interest in their work and during the lesson they increased their knowledge of language relating to seasons. This was part of a wider topic where the pupils also study the weather. They talk about the weather each day and decide which symbol is the best fit. They recall the previous day’s weather and talk about similarities and differences. They have an understanding of where they live and relate their home to the different house types in the locality. They take this understanding to facilities provided by the town and know that schools and hospitals are essential for modern life. The older pupils learn about life away from Chorley and understand that Katie Morag lives on an island, the Isle of Struay. They are beginning to understand that life on Struay for Katie is very different from their life at home.

124. Pupils in Key Stage 2 extend and develop their learning from Key Stage 1. They record the weather accurately, using a thermometer and noting the temperatures on a chart. Pupils in Year 5 study a range of environmental issues. They look at a range of world issues. They consider the problems in South America and reflect upon the effect of farming on the Amazon rainforest. They concentrate on their own environment and with the aid of a digital camera take pictures of areas of pollution around the school. They note the problems and talk about possible solutions. Issues such as recycling are addressed and the pupils consider the benefits. Pupils discuss issues and make valuable contributions to the wide-ranging debate. They draw conclusions from the evidence placed before them and understand the effect on the environment of waste products. They collect information about the best point for a recycling point in the school. The pupils create posters to describe the benefits of recycling. Behaviour in class is good and the pupils listen carefully to the variety of contributions made to the discussion. The pupils study children’s lives in Kenya and see if they are the same as or different from their own. Pupils learn to use geographical terms and identify physical features as well as man-made features on maps. They are able to use a street map and give instructions of how to travel from one place to another. They recognise a number of geographical features on the maps for example, valleys, cliffs and plateaux.
125. During the inspection only two geography lessons were observed, one in each key stage, so no judgement can be made overall on the quality of teaching. The quality of teaching in the lessons observed was satisfactory. Teachers used the scheme of work to plan their lessons effectively. The use of positive praise by the class teachers ensured that the pupils were fully engaged in the lesson and that they listened carefully. Good questioning and skilful, challenging and thought provoking subject materials ensured that the pupils were engaged and wanted to learn. Behaviour in class was good and the pupils listened carefully to the variety of contributions made in the class discussions.
126. The policy and scheme of work for geography are satisfactory. All work is differentiated for the different levels of attainment in the classes. There is little evidence of information technology supporting the geography curriculum. Resources are satisfactory and are stored appropriately. The subject effectively supports the pupils’ moral, social and cultural development.

## **HISTORY**

127. In both key stages standards in history are similar to those in most schools. This is a similar position to that at the time of the previous inspection. Pupils, including those with special educational needs, make satisfactory progress in history. During the inspection only three history lessons were observed. The quality of teaching in the lessons seen was overall satisfactory.
128. In Key Stage 1 pupils learn about a number of people from the past and how they made an impact upon the life and times in which they lived. They learn about Guy Fawkes and recall how he tried to blow up the Houses of Parliament. They appreciate the improvement Florence Nightingale made to nursing. They realise the contributions and advances they made in the nursing profession. Pupils learn about the bravery of Grace Darling and the help she gave during one storm-swept night long ago. Pupils study toys from modern times and compare them with toys from the past. They look at modern and old teddy bears and compare the first

toy cars with modern remote controlled cars. The teachers ensure that the pupils have a wide range of experiences that relate to the past. Pupils learn about significant dates in history and learn that on the 11<sup>th</sup> of November people remember all those who died in the World Wars. The pupils look at pictures from the past and decide how Victorian classrooms are different from those of today. They study the pictures carefully and are able to identify significant areas of difference. The pupils work with enthusiasm and during written tasks they help each other and concentrate well.

129. In Key Stage 2 pupils learn about a wide range of historical periods and the impact these times have had upon the modern day. They learn about the invaders who came to Britain before Christ was born. Further back into history they learn about the Ancient Greeks and Egyptians and how they lived. The pupils were particularly interested in life after death, mummification and the way bodies were prepared for the after-life. Pupils learn about life in Tudor times and the difference between the lives of rich and poor children. They learn about and understand the effect of the Depression on people during this time and the profound effect that World War 2 had upon the people in Britain during this time. They find it difficult to understand how little people had to eat because of rationing. Pupils in Year 6 look at a range of artefacts from the Second World War and think why these particular items would be important. Ration books, prayer books, German phrase books and a wide range of photographs give the pupils a clear picture and impression of this time in recent history. The pupils are particularly interested in this era and they are keen to gain further understanding. Pupils in Year 3 learn about how the Vikings invade Britain and the reasons why they particularly targeted monks and monasteries. The pupils are interested in the past and clearly are very interested in the people from the past and how they lived. They respond particularly well to visual stimuli and are able to access information from a wide range of sources.
130. During the inspection only three history lessons were observed, so no overall judgement can be made on the quality of teaching. The quality of teaching in the lessons seen was, overall satisfactory. The teachers' planning was purposeful and clear and gave them good support in their lessons. The teachers made effective use of primary source materials in their lessons and so engaged the pupils' interests. Lessons were carefully targeted which ensured that the pupils made satisfactory progress. The teachers managed and organised their classes so that the pupils were actively engaged in research and enquiry.
131. There is a policy and a scheme of work for history, which provide guidance for teachers. History makes a positive contribution to the cultural development of pupils throughout the school. The resources for the subject are satisfactory and they are stored appropriately

## **INFORMATION TECHNOLOGY**

132. Standards of attainment in information technology at the end of both key stages are in line with national expectations. This is an improvement since the previous inspection, when pupils' attainment was judged to be below the nationally expected levels. At the time of the previous inspection hardware and software in the school were old and outdated and there was only an embryonic scheme of work and policy. This is no longer the case. The school has used its National Grid for Learning money well and has a good number of computers and associated hardware; there is a satisfactory range of programs to use on the computers and the school intends to purchase more. The scheme of work gives appropriate guidance for teaching staff and the pupils make satisfactory progress. The very recent initiative of arranging the computers in a suite in one of the common areas has had a significant effect upon the way the computers have been used and has enabled the teachers to access them well: this in turn has helped to raise pupils' attainment. The school has plans to make this area a more permanent feature. The pupils, including those with special educational needs, make satisfactory progress throughout both key stages.
133. Although no information technology lessons were observed throughout the school during the inspection, observation of the pupils using the computers and the scrutiny of their work indicate that the teaching throughout the school is satisfactory.
134. Pupils in Key Stage 1 have a sound understanding of some of the features of word processing. For example, they are able to write a simple piece of text on the computer and then draw a

picture on the screen to illustrate it. They amend the text and rub out errors in their drawings. They use word processing to create text for their "Pets book". Year 1 pupils wrote captions to go with their illustrations of things they were thankful for. They create line drawings in support of their art curriculum, with lines of a variety of colours and also fill in blocks of colour.

135. Pupils in Key Stage 2 improve and develop the techniques and skills they have learned in Key Stage 1. In Year 3, pupils work with Roamer, a programmable floor robot, to work out the correct sequence of instructions they need to put into the robot to ensure that it follows a given path. A variety of large shapes created pathways for the floor robot to follow. Here information technology was used well to support the mathematics curriculum. The pupils worked well in their groups to work out the moves forward, what degree of turn was needed and if it was a right or left turn. This lesson was particularly stretching for the pupils as the shapes, a triangle and a range of rectangles presented thought-provoking problems. The pupils worked well in their groups and the nature of the task ensured that all were fully involved. At the end of the lesson the programs were entered into the robot to see if the pupils had worked them out correctly. The teacher used errors to reinforce the teaching points she wished to make. Pupils in Years 3 and 4 switch on and start up the computers, they put in the correct password and access the program they wish to use. They use the word processing facilities and at the end of the lesson they save their work and shut down the machines. Older pupils in Year 5 create a variety of text formats to suit the purpose of their writing. They use speech bubbles and change the size, colour and style of font. They create text boxes and write within these specific areas. In Year 6 the pupils add text to cartoon animations in support of their work on pollution. They use a wide range of programs to support the mathematics and science curriculum and use these freely to aid their revision during lunchtimes. They access information from CD-ROMs and from the Internet. The pupils have the opportunity to develop their control skills through the use of simulations. Pupils know how to e-mail and how the Internet can be used to inform their work and speed up communications, although it is mostly used to search for specific information.
136. Pupils respond well when they work on the computers. They co-operate well in pairs and try hard to complete the set task. Some have computers at home and they are interested in the subject. They have good attitudes to work, respond well to challenges and persevere. They work responsibly in pairs and small groups discussing the possibilities and sharing their ideas. They are very willing to discuss what they are doing and enjoy showing what they are able to do.
137. There are extra-curricular activities that support the information technology curriculum in the school. Pupils from the University of Central Lancashire who at one time attended the school give their time to help and support the pupils during the after school activities. They give effective help to the pupils. At lunchtime the Year 6 pupils have free access to the computers in the suite. They use the computers extremely responsibly and make good use of this time to develop and extend their skills.
138. The two co-ordinators have provided good and effective co-ordination for this subject. The co-ordinators have a clear plan for the future of information technology in the school. This is to begin with the construction of a permanent suite in the common area and the purchase of more software. The co-ordinators have provided their colleagues with a useful scheme of work and in-school training. The curriculum gives clear coverage of all elements of the National Curriculum Programmes of Study. The links with other subjects in the curriculum are beginning to be effectively used. As yet there are only informal assessment procedures for information technology in the school. The school has made significant improvements in the provision of computers since the previous report and is well placed to ensure that the pupils' attainment develops further.

## **MUSIC**

139. During the inspection only three music lessons were observed. However, additional evidence from teachers' planning and discussion with pupils and staff indicate that pupils attain standards that are expected for pupils of their ages and ability in both key stages. This is an improved position from that at the time of the previous inspection, where standards at the end of Key Stage 2 were judged to be poor.

140. Pupils in Key Stage 1 listen to different instruments and identify the sounds matching them to the correct instrument. The pupils learn to listen carefully and to say whether sounds are high or low, long or short. The class teacher works hard to demonstrate high and low sounds making it clear to the pupils that this related to the sounds and not the position the instruments are held in. Some of the pupils find it difficult to play percussion instruments to give long and short notes. However they clearly enjoy their lessons and listen carefully to each other as they play. Behaviour in the class is extremely good and the pupils make good gains in their knowledge and understanding.
141. Pupils in Key Stage 2 build upon the knowledge and understanding they have developed during Key Stage 1. They learn to keep a rhythm and create their own music, to be recorded ready to be used in subsequent lessons. In Year 6 the pupils know a wide range of technical language, for example piano and fortissimo. They work on a piece of music to accompany a familiar tune. Each group has a set of specific instructions, which they have to play in response to. For example, piano, largo, sad, or pianissimo, spooky, andante. The pupils work well together in their groups building up a piece of music so that they include all the specific instruments they have chosen. The pupils work well together to create an accompaniment for the song. At the end of the lesson the teacher provided the pupils with alternative words for the song and this made an enjoyable end to the lesson. Performing their pieces of music and singing in sympathy with the accompaniment confirmed the pupils' understanding of the importance of the instructions of how the music should be played.
142. Only three music lessons were observed during the inspection, so no judgement can be made on the quality of teaching. In the lessons observed teaching was overall satisfactory. The class teachers have a good scheme of work that enables them to plan their lessons successfully. The class teachers' satisfactory subject knowledge helped the teacher to deal with the pupils' misunderstandings and to take their learning forwards. Pupils with special educational needs were well integrated into the lesson and were given additional support by the class teacher. The positive relationships within the classes ensured that the pupils made gains in their understanding, appreciation and playing of music.
143. The co-ordination of music is good. The subject has a scheme of work that gives good support to the non-specialist teacher. Resources are satisfactory and they are stored so that they are easily accessible.

## **PHYSICAL EDUCATION**

144. By the end of both key stages pupils' achieve standards that are similar to those in most schools. Pupils, including those with special educational needs, make satisfactory progress. This is an improvement from the previous inspection when standards at the end of Key Stage 2 were found to be below the levels expected for eleven-year-olds.
145. Pupils in Key Stage 1 are aware of the effect of exercise on their bodies. In a challenging lesson the pupils worked hard and felt their pulse after a vigorous warm-up. They understood the beneficial effect of sustained activity. They moved confidently round the hall showing a good awareness of space. They practised balancing. Most pupils maintained a balance on one leg for quite a while and progressed to balancing on different parts of their bodies. Through practice they developed increasing control. Good use of specific teaching points and pupil demonstration enabled the pupils to observe other pupils' work critically and improve their own. The pupils worked effectively and listened carefully to the suggestions the teacher made about their balances. Pupils understand safety rules and take appropriate care in their work. They put out the mats and benches carefully and show that they are able to work effectively together.
146. Younger pupils in Key Stage 2 find different ways to roll across a mat in their gymnastics lessons. They concentrated on a log roll and through practice improved their performance by making a long stretched position. The teacher effectively used pupils to demonstrate good techniques. Most pupils are confident in their movements. They demonstrated good spatial awareness and developed greater control during the lesson. Older pupils build on the theme of

shape and balance. They work in pairs to create balances together. They are well behaved and work well together, they are keen and interested and try hard to succeed. Pupils demonstrate a varied range of interesting balances and through practice they work to improve the quality of their movements - for example, by adopting a clear starting position and holding stretched positions. They observe each other and try to copy good examples. In a particular lesson the good teaching encouraged the pupils to develop an interesting range of different shapes. In games, pupils practise a range of ball skills. They trap the ball and use the inside of their foot to pass it accurately. They learn to hold a hockey stick correctly and develop ball control by dribbling the ball round a set of skittles. They demonstrate a range of ball skills - throwing, catching, passing and shooting. The teaching of techniques is clearly demonstrated and the pupils learn a range of skills to strike a tennis ball using a forehand and backhand tennis stroke. Swimming is provided for all Year 6 pupils at the local swimming pool and this ensures that all pupils receive their statutory entitlement under the requirements of the National Curriculum.

147. The quality of teaching in physical education is generally satisfactory. The quality of teaching is having a positive effect on pupils' motivation and their progress. Teachers are well prepared and manage the pupils well during lessons. They give clear instructions and make effective use of pupil demonstrations. Occasionally where teaching is satisfactory, the teachers spend too long explaining and giving instructions. Where teaching is good teachers challenge pupils and coach for improved performance. They stress the importance of quality and control, encouraging pupils to think about good starting and finishing positions.
148. The subject is effectively co-ordinated. There is a scheme of work in place that details a progressive programme in each of the required areas. The co-ordinator monitors medium-term plans and offers advice and guidance. There are a wide range of opportunities for pupils to take part in a number of extra-curricular activities - for example, country dancing, girls' and boy's football and skittles. Pupils compete successfully in local football and skittles leagues and take part in inter-school athletics and swimming gala. The school has links with local sports clubs; - for example, players from Bolton Wanderers have taken coaching sessions in school. There are good facilities for physical education both indoors and outdoors. Resources for physical education are good.