

INSPECTION REPORT

**ST JOHN THE BAPTIST CATHOLIC PRIMARY
SCHOOL**

Padiham, Burnley

LEA area: Lancashire

Unique reference number: 119648

Headteacher: Mr J Carroll

Reporting inspector: Mr P Snelling
3624

Dates of inspection: 5th – 6th March 2002

Inspection number: 197596

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	St. John's Road Padiham Burnley Lancashire
Postcode:	BB12 7BN
Telephone number:	01282 771146
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Father P Hopkinson
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Roman Catholic Primary School is about the same size as most schools of this type, with 225 pupils on roll between three and eleven. Of these, 40 are children who attend part time in the nursery. Since the last inspection in 1997 the number on roll has stayed about the same. The school is situated on the southern edge of Padiham, near Burnley. The school draws most of its pupils from the surrounding area, which has higher than usual levels of social and economic need. There are only a few more boys than girls overall but numbers are very uneven in individual classes. About one in six pupils are eligible for free school meals, which is around the national average. Nineteen per cent of pupils have special educational needs, which is also close to average. Most of these children have specific learning difficulties. The number of pupils with statements of special need is in line with the national average. The school population is predominantly white with no children coming from homes where English is not the language mainly spoken. The number of families that move in and out of the area during a school year is typical of that normally found. When pupils enter the nursery their attainment is not quite as high as you would expect for their age, particularly in their speaking skills. These are still weak when they enter reception. The school has recently been unable to attract suitable applicants for a temporary teaching post in Key Stage 1.

HOW GOOD THE SCHOOL IS

This is a good school. By the time the children leave they are reaching above average standards in English and mathematics. They show tremendous maturity in their personal development and as learners. Their progress is not as fast as it might be in the Foundation Stage and Key Stage 1, though there are promising signs that it is accelerating. Whilst teaching here is satisfactory, it is towards the end of Key Stage 2 that pupils encounter the very high quality provision and teaching that pushes them forward rapidly to higher standards. The headteacher provides strong leadership and is very successful in promoting high quality in pupils' spiritual, moral and social development. However, the management actions the school has taken have not yet succeeded in raising standards at seven to a high enough level. The school gives good value for money.

What the school does well

- In Key Stage 2 it enables pupils to reach above average standards in English, mathematics and in their knowledge of science.
- Makes very good provision for pupils' personal development.
- Enables and encourages children to contribute to their own and the school's success.

What could be improved

- Standards in reading, writing and mathematics by the end of Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 1997 has been good. Pupils are reaching higher standards by the time they leave the school because teaching and learning are better. In particular the unsatisfactory teaching seen at the time of the previous inspection is gone. The curriculum has been improved in several subjects and all are now taught regularly to the children. The emphasis placed by the school on pupils' personal development has led to a further strengthening of provision through, for example, the establishment of very successful 'School Council'. Sufficient attention is now given to teaching pupils about the diversity of cultures in society. The pupils are better behaved than they were because they are more interested in their learning and they work harder. Whilst standards continue to rise, the greatest success has been in Key Stage 2; there is still more work to be done to improve achievement for pupils up to the end of the infant key stage.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	B	B	well above average A above average B average C below average D well below average E
mathematics	B	B	B	A	
science	C	A	C	C	

In English and mathematics, the school's results at Key Stage 2 are consistently better than most schools nationally and better than those with pupils from a similar background. In science, results are more often in line with what is expected. Work seen in the present Year 6 class reflects these results, with most pupils on course to reach average standards and many to do better. Pupils' achievement is good and has improved in line with most schools over the past four years. The school exceeded its most recent targets for Year 6 and the current targets are suitably challenging.

Standards in English and mathematics are higher than those in science. Whilst every child reached the level expected in science last year, fewer achieved a higher level compared to other schools. More able pupils are not challenged as much as they might be through their investigative work, to help them deepen their understanding.

Pupils achieve better in Key Stage 2 than in the Foundation Stage and in Key Stage 1. Results for pupils in Year 2 are not as good as for those in Year 6. Although there was improvement in 2000, standards fell back again last year, particularly in reading. Results were below average in reading, writing and mathematics. However, inspection findings show encouraging signs that recent measures taken by the school, such as specialist teaching of literacy and numeracy, are beginning to bring improvement. By the end of the reception year, most pupils achieve the goals set for them but few do better. They achieve well in their personal and social development but not so well in developing their speaking and early writing skills.

Pupils who find learning difficult and those with particular gifts and talents achieve well. Boys progress tends to lag behind that of the girls until the junior years. In upper Key Stage 2 there is a surge in pupils achievement due to very good teaching and learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children are proud of their school and keen to please. They work hard in lessons and are enthusiastic.
Behaviour, in and out of classrooms	Very good. Pupils behave very well during lessons and are sensible during playtimes and lunchtimes.
Personal development and relationships	Very good. Pupils and adults get on well together and show great care and concern for each other.
Attendance	Above average. Better than in most schools. Pupils arrive on time.

Children respond well to the way the school values them and their opinions, and involves them in making decisions. Older pupils are mature and take their responsibility for younger ones seriously.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

Teaching is better and pupils learn at a faster pace in the junior classes than elsewhere in the school. The very best teaching was seen in the top half of Key Stage 2, where the extra flair and spark fires the pupils' enthusiasm. A lot is expected of the older pupils in literacy and numeracy, which ensures they listen carefully, work hard and rise to the challenge when faced by demanding questions that make them think. Throughout the school, pupils' learning is encouraged by the strong relationships and the praise given to them by teachers. Lessons are well organised with little time lost. Classrooms have a calm and purposeful atmosphere, which allows pupils to settle quickly and concentrate on their work.

The teachers of Year 5 and 6 swap over to teach either English or mathematics to both classes. This specialised teaching is very effective because of the expertise developed by the teachers and it boosts pupils' progress in literacy and numeracy. The school has recently implemented a similar system between Years 1 and 2 in Key Stage 1. Early signs are that achievement is improving in both subjects, with some skilled teaching of literacy observed. Teachers are good at giving pupils the chance to apply their writing skills across the different subjects.

In most lessons, particularly in English and mathematics, teachers challenge all pupils at the right level. This works best where teachers plan easier or more difficult tasks for children of different abilities. However, there are times when work is too easy or too hard, and activities are not sufficiently adapted. Pupils with special needs can often achieve the task because of the extra adult support they are given but sometimes it is still too difficult. Higher achievers on the other hand, are not always stretched enough; for example when teachers direct their practical work in science too closely. In the infant and lower junior classes, pupils would benefit from more precise targets for learning which are built on closer marking and assessment of their work. This would help to ensure the level of challenge is right and that there are small clear steps in children's progress.

Teaching in the Foundation Stage (nursery and reception classes) enables children to make rapid progress in developing their personal and social skills. Although there are more opportunities for children to develop their speaking skills than at the time of the last inspection, more still needs to be done. At times they sit and listen for too long and when they are at activities such as role-play, adults do not join in enough to extend their language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Although a lot of emphasis is placed on teaching English and mathematics, other subjects are not neglected. Very good links are made between subjects. A lot of pupils benefit from clubs and out of school hours activities. There is not yet enough use of computers to best support work in all subjects.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties and those with particular gifts and talents are supported well in English and mathematics.
Provision for pupils' personal, including spiritual, moral, social and cultural	This is strength of the school. Pupils are enabled to apply the values they learn to their own lives. The school is highly effective at teaching the children to understand, respect and care for others and for each other. Its

development	success can be seen during lessons, around the school and in pupils' work.
How well the school cares for its pupils	The school cares for its pupils very well. It has good procedures for ensuring the health and safety of pupils.

The weekly 'Golden Book' assembly is an admirable example of bringing children together to celebrate success. The 'Seeds and Gardeners' initiative, by which Year 6 pupils mentor a reception pupil, is a splendid example of the school's main mission 'Love one another as Jesus loved you' in action. There is room for improvement in the way the school assesses pupils' progress and uses that information to set targets for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher's very good leadership sets a clear vision and way forward for the school. His management has been successful in establishing above average standards for pupils at 11 but not yet in raising standards to a high enough level at 7. Subject leaders in English, mathematics and science know what is strong and what needs to be done to improve.
How well the governors fulfil their responsibilities	Good. The governors provide good support for the school and staff. They know what the school is good at and what it doesn't do as well but have not been effective enough in holding it to account over its efforts to improve Key Stage 1.
The school's evaluation of its performance	Sound. Whilst management has identified that pupils make too slow a start in school, it has not fully drawn out the reasons why as quickly as it might have done.
The strategic use of resources	Good. The school spends its funds well. Finances are efficiently managed.

The school sustains very good relationships and provision for pupils' personal development. It applies the principles of best value well through knowing what parents and pupils' want and in seeking good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good Their children like school, are expected to work hard and make good progress Behaviour is good and the school helps the children to grow up The school is well led and managed The ease with which they can approach the head and teachers. 	<p>For a small number of parents</p> <ul style="list-style-type: none"> The range of extra curricular activities The information they receive about how well their children are getting on.

Parents hold the school in high regard and there is an effective partnership. The inspection team agrees with parents that the school has many good features though they find that pupils' progress could be faster

up to the end of Key Stage 1. The range of activities offered outside lessons is similar to or better than in most schools of this size. Parents are kept sufficiently well informed about pupils' progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In Key Stage 2 it enables pupils to reach above average standards in English, mathematics and in their knowledge of science.

1. Much of this is achieved through good teaching in the junior classes, with some outstanding teaching in years 5 and 6. Here teachers manage and organise their classes well so that little time is lost. Pupils settle quickly and a strong work ethic is maintained, though there is still a place for humour and enjoyment. Teachers demand high standards from the pupils and challenge them; for example when they ask them questions that make them think or give reasons for their answers.
2. Throughout the junior classes, English and mathematics are taught effectively. The arrangements by which the year 5 and 6 teachers swap over to teach English or mathematics to both classes work particularly well. The teachers have developed additional expertise in one or other of the subjects and they get to know the pupils' capabilities and progress over a longer period of time. This means they challenge them to the hilt. These teachers also show huge enthusiasm for their specialist subjects, which makes the lessons vibrant and full of spark.
3. Pupils achieve well in their writing because they are given opportunities to write for interesting reasons and a clear purpose. Pupils in Year 4, for example, wrote letters to the School Council setting out some of their ideas. They are taught how to plan and set out their writing, and know that they should check for themselves what they have written. Good links are made to other subjects when, for example, pupils draw up a letter in geography to send to the local council, listing their ideas for developing a local site.
4. Pupils in Year 6 made excellent progress in a lesson in which they were writing a suspense story together to help them gain ideas to use in their own writing. They knew exactly what they were doing and why. They showed a good understanding of alliteration, metaphors similes and subordinate clauses and could give examples, as in 'Dashing through the tunnel, Clare struggled on'. Pupils were consistently stretched as the class teacher used her first rate subject knowledge to get over a wide range of ideas such as short paragraphs to make the reader pause and the impact the use of a lot of 's' sounds would make. Her presentation held their attention; for example when she modelled a particular writing technique using an overhead projector. The quality of the pupils' writing improved measurably as the lesson went on, to the point that sentences such as 'it was quite dark where she was standing' became 'the dark cold air enveloped her'. The pupils' confidence and enjoyment were immense as they made comments such as 'since Year 5, I have really liked writing stories' or 'this teacher has helped me to develop my ideas and improve my story each lesson'.
5. Pupils' achievement in mathematics is just as good. By the time they reach the end of Year 6 they not only have a good mastery of number but of other aspects of mathematics as well. For example in one lesson seen, pupils were investigating angles and the properties of regular polyhedrons. To set the lesson on its way, the teacher checked back on their previous knowledge and pushed them always to justify their answers to questions with a follow up 'why?' Good supply and use of resources meant all the children could take part fully, using geostrips to help them make angles and whiteboards on which to record answers. Most pupils were able to name some of the properties of a regular polyhedron, with higher attainers able to add the rest. The lesson moved smoothly from the teacher's introduction into activities designed to challenge pupils of different abilities to the full. For example, whilst lower attainers

worked with cubes, higher attainers worked with dodecahedrons. Pupils showed a good grasp in their use of correct mathematical terms when, at the end of the lesson, the different groups explained to the rest of the class what they had found out about their shapes. Still no quarter was given in the pursuit of the highest standards by the teacher, with an insistence on precise and accurate explanations.

6. In science, pupils produce a large amount of work and they cover a lot of topics in depth. As a result they build up their knowledge and this is reflected in the number of pupils who reach the level expected in the national tests at eleven. Teachers also make sure that pupils learn the basic skills of how to carry out experiments as well as building up their knowledge of scientific facts. As a result they know what a fair test is, can set one up and accurately record what they see. They can predict what might happen and draw conclusions. This work helps them to retain their knowledge. However, not as many pupils reach higher levels in science as do in English and mathematics. One reason for this is that although they are good learners, they are not given the chance to design their own investigations to solve problems. Work for older and more able pupils continues to be closely directed by the teacher. More opportunities to design their own tests from scratch would give pupils opportunities to make decisions and help them to understand better the principles behind what they are doing.
7. The good standards reached by the pupils in Key Stage 2 are the result of good management of the curriculum and learning. The school has sought and used the support available from the local education authority to develop and train its teachers. The decision by the headteacher to promote specialist teaching of literacy and numeracy has paid dividends. The teachers with responsibility for leading development in literacy, numeracy and science do their work effectively. Along with the headteacher, the subject co-ordinators have a clear understanding of how well St John's pupils are achieving compared to those in other schools and what needs to be improved.

Makes very good provision for pupils' personal development

8. The school places a great deal of importance on pupils' personal development, including their spiritual, moral, social and cultural development. It is highly successful. It owes much of this success to the headteacher's very good leadership and vision, which is firmly rooted in Catholic principles. Adults and children show clear commitment to the Mission Statement. The daily life of the school is built around the heart of the statement 'Jesus said "Love one another as I have loved you"'. This leads to a real sense of family and community, and underpins the very strong relationships. It results in well rounded and confident pupils. In the questionnaire returns, 96 per cent of parents expressed the view that the school helped their child to become mature.
9. Pupils get off to a good start in their personal, social and emotional development in the Foundation Stage, so that by the end of reception, most pupils are reaching a standard higher than expected at that age. Good routines for learning are established in the nursery and the children soon become happy and confident learners because they feel secure. Upset children are handled very sensitively here. Very good relationships develop between the children and adults, which grow from year to year. As pupils move into reception they work in colourful and interesting surroundings. The teaching engages their interests and holds their attention. For example when 'Molly' (a puppet) tries to show the children how to write a letter properly and gets it wrong, they are desperate to show her the correct way. They soon gain the confidence to join in keenly. For example, in counting together how many lunches there were on one occasion, the class teacher said 'eight and one more is nine'. A voice piped up quickly to add 'another one would be ten!'

10. As they move through the school, the relationships developed between adults and pupils, and between pupils themselves, gain in strength. In Key Stage 1 pupils are often given activities that require them to work together. For example in a history lesson seen, the children worked with their 'talking partner' to discuss the contents of old photographs. By the time they reach Year 6, pupils are very mature learners with high self-esteem. Staff work hard to bring this about through, for example, attractively displaying their work and teaching the children to take pride in what they themselves present. There is mutual respect, which allows classrooms to be places where children work well together, work hard and are prepared to take on a challenge. But learning can still be fun. For example, during a Year 6 mathematics lesson, one pupil asked the teacher if he might use a calculator to work out a long multiplication sum. The teacher asked the class 'shall we let him?' which resulted in a resounding 'no!' The challenge was duly taken up and the pupil drew upon his knowledge of mechanical methods, by applying 'Napier's Bones' to work out the solution.

11.

*'As I stare outside my open window
Gazing down on the land below
I see my world
Full of morning beauty'*

Spirituality is developed successfully through other subjects as well as religious education, assembly and the use of prayer. Pupils write their own prayers and frequently acknowledge the presence of God in their lives. Much of their writing has a spiritual element as seen, for example, in some of the poetry (excerpt above) written by the pupils based on their study of Wordsworth. This work is also set in a social context in that it links to a residential visit to the Lake District. Their research through other religions leads to much thoughtful and sensitive writing with a strong emphasis on feelings.

12. There is more emphasis on developing pupils understanding of other cultures than at the time of the last inspection, through use of story and books, celebrations, visitors and religious education. Teachers help pupils to see how other people reflect their values and beliefs in their lives.
13. Pupils are encouraged to take the needs of others into account and they give strong support to others less well off than themselves. For example, the School Council members themselves recently planned and organised a charity collection through a CAFOD day. They presented a play to the rest of the school that a teacher had found for them about Colombia and fundraising going on for the people there. Older and younger members of the Council teamed up and wrote prayers to say following the play. They rehearsed during their lunchtimes and collected money from activities such as a sponsored spell and colouring competition.
14. The school has effective procedures for ensuring pupils are cared for well. This ensures that good attendance and punctuality are given a high priority and that an active approach is taken towards ensuring that there is no bullying. For example, parents are given guidance as to signs to watch out for and pupils encouraged to tell someone. Staff meet weekly to share information about children's welfare. One of the governors keeps a strong oversight of health and safety matters.

Enables and encourages children to contribute to their own and the school's success.

15. One of the strengths of the school is the way in which it promotes activities that make its beliefs and values real. The children thus become participants in the running of the school and have a strong sense of it being 'their school'. This gives them great pride and a feeling of ownership. Parents, one of whom said at the meeting 'we feel like stakeholders', also share this sense of ownership.
16. The school is rightly proud of its weekly 'Golden Book' assembly, which praises the achievement of one pupil from each class for a range of reasons each week. The children look forward to it with eager anticipation as no one knows whom the teacher has chosen until the moment arrives. The occasion itself is uplifting and genuinely meaningful. On the occasion observed, the headteacher set the scene by reminding pupils that they were celebrating the good work done for themselves, the school and for God. They sang a hymn written by one of the teachers that closely reflected the mission statement. Pupils glowed with pride at recognition of their achievements, as they went to the front to be presented with their much cherished certificate and 'golden chuckle badge'. Between assemblies, the 'Golden Book', with the children's names in, is prominently displayed in the corridor.
17. For several years the school has operated a 'Seeds and Gardeners' arrangement by which pupils in Year 6 take on a mentoring role for a pupil in the reception class. They share their achievement records with the youngsters and help them to fill in theirs. Through the scheme Year 6 pupils add to their self-esteem by taking a position of trust, care and responsibility. For example, there are occasions when gardeners work with seeds with learning problems to help in modifying their behaviour. It leads to regular twinning of the two classes to share projects and worship. In 'Golden Book' assemblies, gardeners and seeds celebrate achievements together.
18. The School Council has not been in operation very long but already it is having an impact on decisions taken in school. There are representatives from every year group and they have played a part in decisions ranging across team points, school uniform and refurbishment of the pupils' toilets. Council members are proud of their role. They invite suggestions from other pupils for inclusion on their discussion agendas through a suggestions box. Once they have decided what they will pursue, they follow it up in an appropriate way; for example, in the case of the toilets, by writing to the governors. The pupils desire to modernise the team names has led to renaming from names of authors to those such as 'Snazzy Snakes', to the greater motivation of the children.
19. As well as through particular activities such as those described, teachers are effective at developing pupils' independence as learners in the classroom. They are expected to take responsibility for themselves and given the means to do so. For example, in a Year 2 writing lesson, pupils knew that they should check their writing using a 'writing wizard' provided by the teacher. In the Year 6 classroom, a wall display featuring a skeleton warns pupils to 'learn your science words or you'll end up like me'. The words to be learned are displayed. In the Year 5 classroom, the notice board welcomes visitors, acknowledges birthdays and gives pupils 'homework due' dates to develop their self-reliance. Classes write their own rules and through them show a good awareness of right and wrong.
20. An improvement since the previous inspection is in the curriculum. The school has worked hard to establish an effective framework. A good range of learning opportunities are provided across the subjects for all pupils. Subjects are linked together well; for example when art, history and geography come together under a banner of 'Drawing around our school' or music, history and literacy are linked by

studying musical extracts from 'Oliver', writing and composing street cries and studying the character of Oliver Twist. Pupils with special needs and learning difficulties receive extra support in a variety of ways such as additional adult help, separate tasks or work in smaller groups. This helps to stretch them within their abilities. Gifted and talented pupils are recognised and supported from reception onwards. Two older junior pupils spoke about how they received extra work or classes to extend them whilst another described how she had progressed from the recorder to the clarinet through the teaching of music. Pupils in Year 3 are working as two groups in literacy and numeracy, divided on the basis of ability, with both groups suitably challenged and making steady progress. The school offers a typical range of out of school activities, with whole school productions a particular favourite with parents. A residential visit to the Lake District for older junior children provides a further opportunity for pupils to develop their self-reliance and social skills.

WHAT COULD BE IMPROVED

Standards in reading, writing and mathematics by the end of Key Stage 1.

21. In the 2001 national tests, the Year 2 pupils fared badly when compared to those nationally and in similar schools. Their results were well below average in reading and writing and below average in mathematics. Although there was some high attainment, most of the pupils only just reached the expected level (2) and very few did better. Although this group had a higher than usual number of special needs pupils, apart from 2000 this has been the pattern of national test results at 7 for several years. It leaves pupils with a lot to catch up in Key Stage 2, which they gradually do. Although they move ahead by Year 6, this level of achievement up to the end of Year 2 is not good enough.
22. The school has pinpointed some of the reasons why pupils do not reach high enough standards by the end of Key Stage 1. When pupils come into the nursery, their speaking skills are below average. The school has had difficulty in finding temporary replacement staff to cover permanent staff taking maternity leave, to the extent that classes recently had to be reorganised. The use of the national literacy strategy for reading and writing has not worked as well in Key Stage 1 as it has in Key Stage 2. Although the school is aware that boys are under performing compared to girls it has not seen this in the past as significant enough to warrant particular measures.
23. However, the school has not sat by and left weaknesses unchallenged. Over the past two or three years it has sought the help of the Lancashire Literacy Centre to help in training teachers and improving the way literacy is taught. Booster classes have been introduced to provide extra support for some pupils. It is planned for the deputy head and headteacher to teach specific groups in numeracy and literacy. Specialised teaching for English and mathematics has been implemented in Years 1 and 2 to the pattern successfully used in Years 5 and 6.
24. The findings of the inspection suggest that there are signs the corner has been turned and the progress of the younger pupils is accelerating. For example, effective teaching of Year 2 children was seen in a literacy lesson taught by the specialist teacher. Her expertise was clearly seen as she guided pupils in how best to structure their writing.
25. There are one or two other improvements to be made if the school is to ensure that pupils at the end of Key Stage 1 reach higher levels of attainment. In the Foundation Stage, some work has been done since the previous inspection to attack the deficit in pupils speaking skills when they start in the nursery. More is needed. In the sessions

observed, pupils spent too long sitting listening to teachers rather than engaged in activities, thereby limiting the time for talk. There is still not enough emphasis on developing and supporting speaking skills through role-play. For example, when pupils work at independent activities such as in the sand or in the role-play area, there is too little guidance for the children or intervention by adults to develop language. Adults in the nursery need to draw out replies to questions from children more and encourage them to speak in longer sentences. The emphasis on giving pupils the opportunity to speak needs to be continued into Key Stage 1; for example, in encouraging pupils to fully explain their ways of working out problems in mathematics lessons.

26. In Key Stage 1, there is evidence of inconsistency in the levels of challenge to pupils. For example, in literacy, their past work shows uneven progress in handwriting and use of punctuation. Although teachers provide a clear structure to support pupils' writing, marking is not always thorough and assessment of pupils work as accurate as it might be. Whilst teachers know the broad level each child has reached, they are not as sure about the next small steps that are needed to further develop pupils' knowledge and understanding. As a result some of the work planned is not quite at the right level of challenge. This more accurate pinpointing of where children have reached and what small steps are needed next could usefully be applied across all subjects (and carried into the junior classes). It would help to ensure more consistent challenge to pupils through sharing of specific targets with them. Sharing targets with parents would enable them to give more effective support in helping their child learn to read and write.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. To continue to raise standards and improve pupils' achievement, the governors, headteacher and staff should address the following issue:

Raise standards in reading, writing and mathematics at the end of Key Stage 1 by:

- teachers pinpointing more precisely what pupils know and can do through their assessments of pupils progress;
- using this knowledge to set individual targets for pupils and ensure a good match of work to previous attainment;
- sharing these targets with parents and giving guidance to help them support their child in achieving them;
- challenging all pupils to achieve consistent improvement in handwriting, use of grammar and presentation through better marking of their work;
- implementing learning methods particularly suited to boys;
- more rigorously improving pupils speaking skills in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	2	5	8	0	0	0
Percentage	12	12	29	47	0	0	0

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

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	205
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	3	33

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	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	17	18
	Girls	11	13	13
	Total	25	30	31
Percentage of pupils at NC level 2 or above	School	71(90)	86(93)	89(90)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	18
	Girls	13	13	14
	Total	29	32	32
Percentage of pupils at NC level 2 or above	School	83(93)	91(90)	91(90)
	National	85(84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	13	14	14
	Total	24	27	29
Percentage of pupils at NC level 4 or above	School	83(89)	93(84)	100(95)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	14	14	14
	Total	25	25	26
Percentage of pupils at NC level 4 or above	School	86(87)	86(82)	90(97)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	20.7
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	64
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Financial information

Financial year	2000 -2001
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	£
Total income	448,337
Total expenditure	456,746
Expenditure per pupil	1842
Balance brought forward from previous year	48,475
Balance carried forward to next year	40,066

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	58	38	3	1	0
Behaviour in the school is good.	68	31	1	0	1
My child gets the right amount of work to do at home.	52	35	9	1	3
The teaching is good.	75	21	1	0	3
I am kept well informed about how my child is getting on.	60	28	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	1	1
The school expects my child to work hard and achieve his or her best.	74	22	1	1	2
The school works closely with parents.	65	25	8	2	1
The school is well led and managed.	76	20	2	1	2
The school is helping my child become mature and responsible.	66	30	2	1	1
The school provides an interesting range of activities outside lessons.	39	37	9	3	12