

INSPECTION REPORT

CATHEDRAL CATHOLIC PRIMARY SCHOOL

Lancaster

LEA area: Lancashire

Unique reference number: 119621

Headteacher: Mrs C Murray

Reporting inspector: Mr M Newell
10638

Dates of inspection: 17th – 20th June 2002

Inspection number: 198581

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Balmoral Road
Lancaster
Lancashire

Postcode: LA1 3BT

Telephone number: 01524 64686

Fax number: 01524 34667

Appropriate authority: The Governing Body

Name of chair of governors: Mr P Carney

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Mr M Newell	Registered inspector	Equal opportunities English as an additional language Science Design and technology	The school's results and pupils' achievements. How well the pupils are taught. How well is the school led and managed? What should the school do to improve further?
31729	Mr B Harrington	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
3687	Mr G Bancroft	Team inspector	English Information and communication technology Art and design.	
17543	Mr R Coupe	Team inspector	Special educational needs Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?
29504	Mrs S Herring	Team inspector	Foundation Stage History Music	Pupils' attitudes, values and personal development

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	23
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	25
HOW WELL IS THE SCHOOL LED AND MANAGED?	27
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	31
PART C: SCHOOL DATA AND INDICATORS	33
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	37

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the city centre of Lancaster in Lancashire. The majority of pupils live close to the school although a significant minority of pupils travel further distances to attend the school. There are currently 161 pupils on roll with a slightly higher percentage of boys compared to girls. The school is smaller than most primary schools. Most pupils are of white ethnic origin with only one child at an early stage of learning English as an additional language. The percentage of pupils known to be eligible for free school meals stands at 11% and this is below the national average. The percentage of pupils on the school's register of special educational needs is 28% and this is slightly above the national average. The percentage of pupils with a statement of special educational need is above the national average. There are varying levels of ability when children start school but overall attainment on entry to the school is at an average level.

HOW GOOD THE SCHOOL IS

This is an improving school where the strengths outweigh the weaknesses. The leadership of the headteacher is good and she has led the school well through a period of staff instability. She has been well supported by an effective Governing Body. Pupils attain above average standards in science by the time that they leave school. The good behaviour and positive attitudes to school shown by the majority of pupils make an important contribution to the quality of learning. Teaching is often good for the pupils in the Reception/ Year 1 class and for the younger and oldest pupils at Key Stage 2. This is a caring and supportive school where the welfare and well being of pupils is given much importance and is equally reflected in the provision and support that is provided for pupils with special educational needs. Taking all factors into account this is a school that is providing satisfactory value for money.

What the school does well

- Pupils attain above average standards in science by the time that they leave school.
- Teaching and provision for pupils in Reception/Year 1 class and teaching for the younger and oldest pupils at Key Stage 2 is currently good.
- The attitudes and behaviour of the majority of pupils are good.
- The provision made for pupils with special educational needs is good.
- Good procedures are in place for ensuring pupils' welfare and well being.
- The headteacher provides good leadership and management of the school and is well supported by an effective Governing Body.

What could be improved

- Standards in English, mathematics and science by the end of Year 2.
- Standards in history by the end of Year 6.
- The range and consistency of opportunities for pupils to take greater initiative and responsibility for their own learning and to contribute to the life of the school as a community.
- The role of subject co-ordinators in monitoring and evaluating the quality of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection. There have been a number of staff changes and absences over time which have led to some disruption to the quality of education that the school provided. Since the recent appointment of the headteacher progress in improving the school has been good. The headteacher has worked with great effort and determination to address the issues identified at the last inspection and to move the school on. Through the implementation of effective procedures to monitor the quality of teaching in English and mathematics the headteacher has been successful in improving the quality of teaching. However the headteacher recognises that there is still more work to be done and to more actively involve subject co-ordinators in this process because at the moment this is not at a satisfactory level. The quality of resources for children in the Foundation Stage has improved and the quality of financial planning is now a strength of the school. Where standards have fallen in some subjects this has been linked to the level of staff instability and inconsistencies in the quality of teaching that have been a feature of the school over the last two years. The school however is addressing these issues in a rigorous and effective manner and under the astute leadership of the headteacher and the Governing Body school improvement should gather even greater momentum if staff stability is maintained.

STANDARDS

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

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

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

The above table shows the school's results at the end of Year 6 in the National Curriculum tests over a three-year-period and against similar schools in 2001. In 2001 standards were in line with the national average in English and science and well below the national average in mathematics. When the school's performance is compared to similar schools attainment a similar picture emerges. The difference between attainment in subjects can be explained by the fact that there have been weaknesses in teaching over time in some elements of mathematics. The trend in improvement over time in all three subjects is slightly lower than the national trend. However, inspection findings paint a more positive picture and show good improvement since last year. Despite quite a high number of pupils with special educational needs and a relatively high level of pupil mobility in the present cohort of Year 6 pupils, attainment in science is above average and at an average level in English and mathematics. The school is on track to achieve its highest percentage of pupils in recent years that will exceed the level expected of 11-year-olds. This is particularly the case in science. Evidence indicates that the improvement in standards is set to continue. Staff instability has meant that over time pupils' progress has been a little erratic. Where teaching is good pupils of all abilities are now making good progress. This is particularly the case at the end of Key Stage

2. Pupils for whom English is an additional language make similar progress to their classmates. The school sets appropriately challenging targets in literacy and numeracy.

By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment in reading, writing and mathematics is well below average when compared to the national average. When compared to similar schools, attainment is below average in reading and well below average in writing and mathematics. Teacher assessments in science show pupils' attainment at an average level, although these assessments are out of kilter with attainment in other subjects. There is little doubt that staff instability has had a greater impact at Key Stage 1 and this has resulted in a fall in standards over time. However the inspection findings show that standards are starting to improve again as a result of the satisfactory, and for some Year 1 pupils, good quality of teaching. Inspection evidence shows that attainment is below average in English, mathematics and science and that most pupils are currently making satisfactory progress. However, not all the higher attaining pupils at this key stage are being provided with teaching and learning opportunities that present enough challenge and this is adversely affecting the learning and attainment levels that they achieve, which depresses the overall picture. Pupils with special educational needs and those for whom English is an additional language make similar progress to their classmates.

Standards in information and communication technology, art and design, design and technology, geography, music and physical education are at an expected level by the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs, are making satisfactory progress. Standards in history by the end of Year 2 are at an expected level and all pupils make satisfactory progress. Standards in history by the end of Year 6 are below the expected level because not all elements of the subject have been taught in sufficient depth over time and as a result pupils have not made satisfactory progress in acquiring the required level of historical knowledge or skills.

Assessment data shows that the attainment of children when they start school is at an average level, although there are children who attain both higher and lower than this level. Teaching for children in the Foundation Stage is good across most areas of learning. The progress made by children of all abilities is good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Progress in children's physical and creative development is satisfactory. As a result, most children have securely achieved, with a small number exceeding, the nationally recommended Early Learning Goals in every area of learning. The good quality of teaching and provision that children receive ensures that they get a good start to their educational lives and are well prepared to start work on the National Curriculum Programmes of Study when they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to school and to work and enjoy coming to school.
Behaviour, in and out of classrooms	Good. The majority of pupils behave well in class and around the school and this impacts positively on the ethos of the school. Only a small percentage of pupils behave inappropriately.
Personal development and relationships	Satisfactory. Relationships between pupils and with staff are good. However there is a need for more pupils to take a greater responsibility for their own learning and for more opportunities to be provided for pupils to contribute to the life of the school as a community.
Attendance	Satisfactory. The school has worked hard to improve attendance and it has been successful with attendance rates now in line with the national average. Pupils clearly enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 good in the Foundation Stage. Teaching and support staff work together well to ensure that children are provided with a good range of learning opportunities that enable them to learn effectively and to make good progress. A good balance is struck between opportunities for children to learn through practical and investigative activities and through the direct and more formal teaching of specific skills. Teaching in Key Stage 1 and Key Stage 2 is satisfactory overall. However teaching for the pupils in the Reception/Year 1 class and teaching for the younger and oldest pupils at Key Stage 2 is currently good. Staff changes and absences over time have meant that teaching has not consistently been at a satisfactory or better level. The effective leadership of the headteacher however has helped to improve the quality of teaching and learning across the school over the past 18 months and the progress that pupils now make is at least satisfactory and good within individual lessons when the quality of teaching is good or better. In Key Stages 1 and 2 the school has effectively implemented the National Literacy and Numeracy Strategies. The basic skills of numeracy and reading are currently taught well, together with opportunities for pupils to learn through investigative activities in science. This impacts most positively on the progress that pupils make and the standards that they achieve. The school has identified the need to ensure that pupils are taught writing skills in the same direct and systematic manner and is already addressing the issue. A strength of the best teaching is the way in which teachers share the purpose of the lesson with the pupils, and then evaluate the pupils' learning in the light of what has been achieved and if necessary amend future planning and learning activities. Teaching for pupils with special educational needs and those for whom English is not their first language is of an appropriate standard and is enhanced by the important contribution made by the support staff. Teaching for the higher attaining pupils is usually of a good standard but there are occasions, particularly for the older pupils at Key Stage 1 where the challenge for these pupils is not at a high enough level and prevents their learning from being stronger.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad curriculum which is enhanced by a satisfactory range of extra-curricular activities. The curriculum provision and learning opportunities for children in the Foundation Stage are good.
Provision for pupils with special educational needs	Good. The school makes good provision and provides good levels of support for pupils with special educational needs. This enables pupils to take a fully inclusive part in all aspects of the curriculum and in other aspects of school life.
Provision for pupils with English as an additional language	The school makes appropriate provision for the small number of pupils with English as an additional language and ensures that they progress at a similar rate to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall and makes an important contribution to pupils' personal development. Good provision is made for pupils' spiritual and moral development with provision for their social and cultural development being at a satisfactory level. The school has already identified the need to raise pupils' awareness of cultures other than their own.
How well the school cares for its pupils	Good. This is a caring and supportive school where the welfare and wellbeing of pupils is given much importance. Good procedures are in place to monitor and promote the importance of good behaviour and attendance. Effective procedures are in place for assessing pupils' attainment in English, mathematics and science and the headteacher is increasingly using this assessment data to set targets and track pupils progress as they move through the school.
How well the school works in partnership with parents.	Good. The school is working hard to develop a strong partnership with parents. Many parents appreciate the work of the school and the school provides good quality information about children's progress. The school is seeking to strengthen links between home and school so that parents can play a more active role in supporting their child's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides good quality leadership and has set a clear and accurate agenda for the improvement of the school. Staff instability has meant that she has often led and managed the school without other important key staff. She has the full backing of a very supportive Governing Body and Local Education Authority. Not all subject co-ordinators play an effective or satisfactory role in monitoring standards, teaching and learning in subjects they are responsible for.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its responsibilities well and has become increasingly effective in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Good. The headteacher and the Governing Body have a very clear and accurate picture of the school's strengths and areas for improvement.
The strategic use of resources	The school makes good use of specific grants and available resources to support pupils' learning. Support staff are used very effectively to support pupils and make a valuable and valued contribution to how well pupils learn. The school applies the principles of best value well when purchasing goods and services.
The adequacy of staffing, accommodation and learning resources.	There are enough suitably qualified teachers and support staff to meet the demands of the curriculum. Although the accommodation is satisfactory overall the lack of a playing field and the sloping playground adversely impact on the development of pupils' physical skills. Resources are satisfactory overall with good resources in science and information and communication technology. Resources for geography are 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"> • The fact that their child likes coming to school. • The good progress that children make. • The approachability of the staff. • The manner in which the school helps children to become mature and responsible. • The quality of teaching. • The expectations that the school sets • How the school is led and managed. 	<ul style="list-style-type: none"> • The amount and range of homework tasks. • The partnership between home and school. • The range of activities outside of lessons.

The majority of parents have positive views about the quality of education that the school provides. The quality of teaching and the progress that pupils make have been variable over time but are generally satisfactory or better at the present time. Weaknesses in teaching and progress are as a direct result of teaching staff instability which the headteacher and governors have worked tirelessly to overcome. The setting of homework has been inconsistent during the last two years but is currently at a satisfactory level. The partnership between home and school is broadly satisfactory with the school keen to develop further ways in which parents can play a more active role in supporting their child's education. The range of extra-curricular activities is satisfactory but there are a more limited number of visits and visitors to school, which bring an added dimension to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Under the good leadership and management of the recently appointed headteacher this is a school that is now constantly seeking to improve standards further. The headteacher has set a clear and accurate agenda for school improvement and in her time in post has rightly identified the need to continue to improve the quality of teaching, for pupils to take more responsibility for their own learning and for co-ordinators to play a more active role in monitoring standards and provision in subjects they are responsible for. These efforts are already beginning to have an impact on raising standards, and the quality of education that the school provides. The school has been hampered by staffing changes and absences, particularly at Key Stage 1, but evidence indicates that where staff stability has been greatest, teaching and learning are good. Continued rigorous implementation of monitoring procedures, target setting and data analysis should result in standards and the quality of teaching and learning continuing to improve in subsequent years.
2. Assessments carried out soon after children start school in the reception class show that attainment is broadly at an average level although there are children both above and below this level. Children of all abilities benefit from the good quality of teaching and provision that is made for them in the Foundation Stage. As a result most children securely attain the nationally recommended Early Learning Goals in all areas of learning with a small percentage of children exceeding these levels. The progress made by children of all abilities is good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Progress in children's physical and creative development is satisfactory. The children get a good start to their educational lives in the reception class and are well prepared for the National Curriculum programmes of study by the time that they start work in Year 1.
3. By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment in reading, writing and mathematics is well below the national average. When compared to similar schools attainment is below average in reading and well below average in writing and mathematics. On the basis of teacher assessment pupils' attainment in science is in line with the national average, although these assessments are out of kilter with attainment in other subjects. Standards in speaking and listening are below average. Inspection findings paint a more positive picture with attainment of the current Year 2 pupils presently below average in English, mathematics and science. The level of staff instability has hit hardest over time at Key Stage 1 and this has had an adverse impact on standards and the progress that pupils have made. The pupils are currently benefiting from overall satisfactory teaching and teaching is good for the pupils in Year 1 who are taught with the reception aged children. This means that pupils of all abilities, including those with special educational needs, and those for whom English is an additional language are in the main making satisfactory progress. However, not all the higher attaining pupils at this key stage are being consistently provided with teaching and learning opportunities that present enough challenge and at times this adversely impacts on their learning and attainment levels that they achieve.
4. By the end of Year 2 standards in speaking and listening are improving but remain below average. Most pupils listen with appropriate levels of attention but there are

occasions when pupils do not heed instructions well enough which results in them not being sure what to do next in their work. Most pupils take part appropriately in question and answer sessions but teachers sometimes miss opportunities to challenge pupils to expand on what they have said or to justify their views and opinions. Standards in reading are again improving but at present are below average. Most pupils read with appropriate levels of accuracy. Although the higher attaining pupils read with expression this is not the case for pupils of less ability. The staff instability at this key stage has meant that the skills of reading, such as the development of strategies to tackle unfamiliar words and phrases, have not always been taught in a progressive and rigorous manner. The school is addressing the issue and this is having a positive impact on the standards that are being achieved. Standards in writing are below average but are much improved from 2001. This is as a direct result of the emphasis that the school has placed on the teaching of specific writing skills. Most pupils write appropriately for a wide range of audiences and purposes and are developing appropriate editing and drafting skills. Spelling and presentational skills are broadly average but pupils' writing lacks an expressive vocabulary and stories often fizzle out after a lively opening. Standards in mathematics and science are below average but improving. Most pupils are secure when adding and subtracting a single digit to a two digit numbers and count on and back in 2,3,4 and 5's. However, pupils have not generally acquired a large enough memory bank of number facts to call upon, so that when solving mental problems, most have had to apply various strategies and therefore arrive at answers slowly. Most pupils have an appropriate knowledge of shapes, space and measure. Pupils collate data in an effective manner but have more difficulty in interpreting it. In science many pupils know in simple terms the basic conditions that plants need to grow and flourish or the properties of familiar materials. Pupils have developed an early understanding of forces. The weaker elements of learning are that too few pupils are able to use their knowledge to help them predict or explain what happens in their investigative work or to use an appropriate scientific vocabulary. Teaching is addressing the issue by placing a greater emphasis on encouraging pupils to talk about their findings and to draw on previous knowledge and learning.

5. By the end of Year 6, on the basis of the 2001 National Curriculum test results, pupils' attainment was in line with the national average in English and science and well below the national average in mathematics. When the school's performance is compared to similar schools a similar picture emerges. The difference between attainment in subjects can be explained by the fact that there have been weaknesses in teaching over time in some elements of mathematics. The trend in improvement over time in all three subjects is slightly lower than the national trend. However, inspection findings paint a more positive picture. Attainment in science is above average and average in English and mathematics with a higher percentage of pupils than in previous years, particularly in science, achieving above the level expected of 11-year-olds. This despite the fact that this particular cohort of Year 6 pupils has a high percentage of pupils with special educational needs and a relatively high number of pupils that have not spent their full educational lives at the school. Evidence indicates that the improvement in standards is set to continue. Staffing instability has meant that over time pupils have made satisfactory progress but the quality of teaching that pupils are currently benefiting from means that pupils of all abilities are making good progress within lessons when teaching is good. This is particularly the case at the end of the key stage. Pupils for whom English is an additional language make similar progress to their classmates. The school sets appropriately challenging targets in literacy and numeracy.
6. Standards in speaking and listening are at an average level by the end of Year 6. Most pupils listen attentively and follow instructions appropriately. Pupils listen to the

contributions of their classmates in a respectful manner. Teachers use questioning in a skilful manner to get pupils to expand on and justify their answers, views and opinions. On occasions pupils' responses are more limited because of the range and expressiveness of their vocabulary. Standards in reading are at an average level. Most pupils by the end of Year 6 read with accuracy and fluency. Pupils have a satisfactory knowledge of a range of authors and can say why they would recommend particular books to their friends. The weaker element is that too few pupils possess higher order reading skills to locate information quickly or to read and understand beyond the literal level. Writing skills are improving and are currently at an average level. Pupils have appropriate spelling and presentational skills and are provided with a good range of opportunities to write for different audiences and purposes. The higher attaining pupils are using a good level of punctuation in their writing and use a wide range of adjectives that makes their writing more interesting. Pupils are being directly taught the necessary skills to help improve their writing with the area for further development being the need to ensure that pupils' writing consistently uses a vibrant vocabulary and that pupils sustain an idea, plot or point of view over the course of the piece of writing rather than tailing off after an interesting start. Attainment in science is above average. Pupils have a good level of scientific knowledge and use this well to help them make accurate predictions when taking part in investigative work and tasks. Pupils' knowledge of life processes and living things, materials and their properties and physical processes is good with the higher attaining pupils having particularly good recall of previously learnt work. Pupils are not as secure in their use of an appropriate scientific vocabulary when discussing their work. Attainment in mathematics is at an average level. By the end of Year 6 pupils are confident when handling all four processes of computation in mathematics. Pupils' knowledge of shape, space, measures, handling and interpreting data and probability is satisfactory. Not all pupils however use this knowledge as effectively as they could when solving problems or when tackling more open-ended mathematical investigations.

7. Standards in art and design, design and technology, information and communication technology, geography, music and physical education are at an expected level at the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Progress within individual lessons is sometimes good when the quality of teaching is good. Standards in history are at an expected level at the end of Year 2. Standards in history are below the expected level at the end of Year 6. This is because not all elements of the subject have been taught in sufficient depth over time. As a result progress in the subject has been unsatisfactory at Key Stage 2.
8. The school makes good provision for pupils with special educational needs and as a result pupils make good progress towards achieving the targets that are outlined in their individual education plans. Pupils benefit from good levels of support both from teachers and from support staff and pupils' progress is particularly good when teachers make effective use of the information contained in pupils' individual plans to guide and inform the work that is set for pupils. This impacts most positively on pupils' learning. Appropriate provision is made for pupils with English as an additional language and pupils benefit from good levels of support. This ensures that pupils have full and open access to all aspects of the curriculum, make similar progress to their classmates and take a full and active part in the life of the school as a community.

Pupils' attitudes, values and personal development

9. In the majority of lessons pupils' attitudes and behaviour are good and this supports teaching and learning well. The provision that the school makes for promoting good

social behaviour and moral values impacts well on how pupils behave and learn. There has been an improvement in behaviour since the last inspection due to an improvement in teaching and the review and consistent implementation of a "Behaviour and Discipline Policy." An overwhelming majority of parents agree that children like school with a small percentage of parents less happy about the standards of behaviour. Behaviour overall is good with older pupils remarking on the improvement in behaviour in class and in the playground over the last two years. Most pupils respond well to the interesting range of activities provided by the teachers in lessons, for example pupils in a Year 5 literacy lesson were eager to learn and keen to read a part in Macbeth out loud. Occasional pockets of inappropriate behaviour are generally dealt with well by the teachers. Children in the Foundation Stage show great enthusiasm for learning and the rich and varied curriculum promotes good attitudes from an early age. There is a high expectation for children to show respect through listening to the teacher and each other and to put up their hands rather than call out. Children in the Foundation Stage respond well to the models of good manners and co-operation between the adults. Pupils with special educational needs have good attitudes to school and respond well to the good support from teachers and support staff and also from their classmates. Pupils with specific behaviour and emotional problems benefit from the help given in the weekly individual sessions with the specialist teacher and this is having a positive effect on the standard of their work in class.

10. The school is an orderly community and the over-riding rule of "Behave and Be Happy!" is evident in its daily work. Adults in the school act as good role models, with staff and pupils showing mutual respect for one another. For example the Year 6 teacher thanks the class at the end of the day for working hard. Pupils throughout the school know the rules well and accept without question the sanctions of losing some playtime if they have misbehaved. Behaviour is good in the playground. Whilst it is satisfactory in the dining hall, the nature of the building necessitates children speaking loudly to be heard, with the lunchtime supervisors using a whistle to ask pupils to reduce the noise. This sometimes prevents lunchtime being a pleasant occasion for pupils to develop their social skills. However, plans are in hand for a new dining room in the main school building. Instances of bullying or harassment are rare and are dealt with promptly and effectively. There have been no exclusions during the last academic year.
11. Relationships amongst pupils and between staff and pupils are good. During lessons pupils share resources sensibly and co-operate and help each other as a matter of course. This was seen in several music lessons when pupils in groups shared ideas and listened to one another to compose a tune. In lessons, most pupils listen and follow instructions well and the teachers value the contributions made by pupils. There is an accepted code of pupils putting their hands up rather than shouting out and of listening to one another.
12. Pupils' personal development is satisfactory. Circle time and timetabled personal, social and health education lessons make a valuable contribution to pupils' personal development and help to raise pupils' self esteem. This is seen in the Reception and Year 1 class where pupils think of positive attributes for the week's "Special Child." Pupils in all classes carry out duties as monitors confidently and efficiently when asked. Older pupils take turns at being "House Captains" but the associated duties are minimal and do little to promote pupils' personal and social development. Insufficient opportunities are planned and provided for pupils to use their initiative and take responsibility for aspects of their own learning and to contribute to the life of the school as a community. This is particularly true for the oldest pupils in school where more opportunities for independent research and study, as well as meaningful responsibilities, would enrich pupils' personal development.

13. Attendance is satisfactory. During the last year the rate of attendance was 94.1% which is broadly in line with the national average. For the same period the rate of unauthorised absence was, at 0.1%, below the national average. The school has maintained this level of attendance over a number of years despite the tendency for some family holidays to be taken during term time. Registration is conducted promptly at the start of each session with registers being returned to the office to facilitate the monitoring of absence and lateness. A number of pupils are late each day and this delays the start of lessons and disrupts lessons in progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. During the week of inspection the quality of teaching was good or better in approximately two-thirds of lessons with teaching very good in almost a fifth of lessons. Only a small percentage of teaching was judged to be unsatisfactory. Teaching is good for children in the Foundation Stage. Teaching for the pupils in the Reception/Year 1 class and teaching for the younger and oldest pupils at Key Stage 2 is currently good, which helps to ensure that pupils make good strides in their learning. Staffing changes and absences over the last two years have meant that teaching quality has been too variable and has not consistently been at the satisfactory and better level that is currently occurring. Teaching overall at Key Stages 1 and 2 is therefore judged to be satisfactory over time. This means that over time not all pupils in school have made the progress of which they are capable. The effective leadership of the headteacher has resulted in more rigorous procedures being put in place to monitor the quality of teaching which has led to improvements in the quality of teaching and learning. The headteacher rightly recognises that there is still room for further improvements, particularly for some pupils at Key Stage 1 where the level of challenge for the higher attaining pupils is not consistently demanding enough. The headteacher shows a steely determination to improving teaching and standards and evidence indicates that if the school can maintain a good level of staff stability the quality of teaching and pupils' learning is set to improve still further.
15. The quality of teaching in the Foundation Stage is good overall with examples of very good teaching seen. Teaching in children's physical and creative development is satisfactory. A strong feature of the teaching is the detailed planning which ensures that the two age groups which are taught in the same class, and the individuals within the groups are provided with interesting activities which are well matched to their age and ability, enabling all children to achieve well. The teacher has a good understanding of the needs of young children enabling her to plan an interesting range of practical activities, which capture the interest and enthusiasm of the children. The systematic and direct teaching of specific skills, together with clear explanations enable all children to make good progress in acquiring basic skills. The very good skills of the Nursery Nurse are used effectively to support the learning of groups and individuals. Good ongoing procedures for assessing children's attainment are in place and the information is used in a most effective manner to plan for the educational needs of individuals. Occasionally the management of the change between the different parts of the lesson is less effective, and so children do not always stop quickly and tidy away as required.
16. The school has introduced the National Literacy Strategy in an appropriate manner and these are impacting positively on how well pupils achieve and the standards they attain. Teaching in English is satisfactory overall with teaching currently good for the older and younger pupils in Key Stage 2 and for the Key Stage 1 pupils in the reception/ Year 1 class. Here teachers make an effort to ensure that the shared text in literacy lessons is

both interesting and stimulating and this helps to capture and maintain the interest of the pupils. Generally lesson aims are shared with pupils so that they know what they are to learn. The pupils in Key Stage 1 are taught to know the sounds made by different combinations of letters and to say the sound of each section of the word they are trying to spell aloud. However, the succession of temporary staff means that these principles have not been applied with sufficient consistency throughout the school, restricting pupils progress overall, especially in Year 2. At Key Stage 2 pupils are taught how to locate information using their developing referencing skills but there is a need to pay greater attention to the development of higher order reading skills such as how to use skills of deduction in more complex texts. The teaching in literacy ensures that pupils are provided with many opportunities to write for a variety of audiences and purposes and that pupils pay appropriate attention to correct spelling and to using appropriate punctuation and grammar. The school has accurately identified the need to ensure that writing skills are taught in a more systematic and progressive manner at Key Stage 1. Teaching is effective when pupils are encouraged to develop their speaking and listening skills in a vibrant and exciting setting. An example of this was seen in Year 5 when pupils were asked to act out a scene from Shakespeare's 'Macbeth'. Speaking with expression and emotion the pupils recreated the characters of the witches superbly. Pupils with special educational needs are included well in all aspects of provision for the subject. These pupils are supported well by teachers and by teachers' assistants. The introduction of Early Literacy Skills and Additional Literacy Skills, taught by teaching assistants to small groups of lower attaining pupils, has enhanced the learning of these pupils significantly. There are occasions when the work that is set for some higher attaining pupils at Key Stage 1 is simply not challenging or demanding enough and this prevents their learning from being stronger.

17. The National Numeracy Strategy has been implemented in an effective manner and the overall judgement for the quality of teaching in mathematics is satisfactory although there are examples of good and very good teaching in the school. The basic skills of mathematics are taught in an appropriate manner. In numeracy lessons, the introductory mental sessions are generally brisk and capture the interest and motivate the pupils. Teaching is effective when explanations of new work and skills are carefully taught which means that pupils are able to get on with their work quickly and with a good level of understanding and challenge. The time at the end of the lesson is generally used well to check what pupils have learnt. Teachers responsible for the majority of pupils in Year 1, Year 4 and Year 6 classes have enjoyed greater continuity of employment at the school and they demonstrate the better teaching techniques with good practice also prevalent in Year 5. Their subject knowledge and understanding is good. For example very good teaching was seen in a Year 3/4 class when the teacher used her good subject knowledge to explain to pupils the difference between translating and reflecting shapes. As a result the pupils thoroughly enjoyed the lesson and made big strides in their learning and understanding. However, on occasions, some of the teaching in Key Stage 1 is only of a gentle pace, and the challenge is not always high enough to address the needs of higher attainers. The quality of teaching in science is satisfactory overall with examples of good and very good teaching at Key Stage 2. Where teaching is at its best, for example in Year 6, pupils are provided with opportunities to put their scientific knowledge to the test in practical and investigative activities, with the pupils themselves instigating their own experiments. The teacher's high expectations and detailed planning ensure that tasks take account of the differing abilities of pupils. Teaching is not as effective when there is not enough emphasis on pupils drawing on previous learning or investigative work is too teacher directed and opportunities are missed for pupils to extend their scientific understanding.

18. The quality of teaching in information and communication technology is satisfactory overall with some good features. The school makes good use of its computer suite and it is in timetabled lessons in the suite that pupils are directly taught specific computer skills. Teaching is most effective when pupils are given time to practise and refine newly taught skills in meaningful and challenging tasks. The use of computers to support and enhance pupils' learning in other subjects is satisfactory with examples of good practice. Pupils in a Year 6 lesson recorded their findings and results of their investigations on a spreadsheet. In English lessons pupils are often expected to edit, draft and present their work by using word processing programs. In Year 6, as part of their learning in physical education, pupils monitor the effect of exercise on their heart rates and record their results on the computer and present their findings using different graphs, tables and pie charts. However, in some other subjects teachers do not provide enough opportunities for pupils to enhance their learning by using the skills they have acquired in dedicated information and communication technology lessons. Pupils' literacy and numeracy skills are promoted in a satisfactory manner in other areas of the curriculum. Examples were seen in history, geography and religious education of pupils' writing skills being enhanced. Numeracy is used to support learning across the curriculum, examples seen included the use of symmetry in art and the use of co-ordinates linked to geography in Year 5. This good practice is not as consistent across the school as it should be to enhance pupils' learning.
19. Teaching in art and design, design and technology, geography, music and physical education is satisfactory overall with some good features. Teaching is most effective when the teachers use their subject knowledge in subjects such as music and physical education to motivate and enthuse the pupils, which in turn impacts positively on pupils' learning. Teaching is effective in subjects such as art and design and design and technology when pupils are directly taught specific skills such as joining techniques or different brush strokes to produce different effects. In both instances the quality of the finished product improves. Teaching is good in history when the use of artefacts and photographs helps bring the lesson to life and immediately captures the interest and attention of the pupils. The quality of teaching in history observed during the inspection was satisfactory at Key Stage 2. However standards in the subject by the end of Year 6 are below the expected level because not all elements of the subject have been taught in sufficient depth. This indicates that over time teaching in the subject has not been at a satisfactory level at Key Stage 2. Teaching in history at Key Stage 1 is satisfactory.
20. The quality of teaching and learning for pupils with special educational needs is satisfactory with some good features. Teaching is often good in English and mathematics where pupils often receive additional support from classroom support staff. The good quality provision that is made for pupils with special educational needs helps to ensure that they make similar progress to their classmates. Additional support in whole class lessons for pupils with special educational needs and withdrawal groups for additional literacy support is often good and is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Teaching is at its best when teachers make good use of individual education plans to inform their curriculum planning. In particular pupils with statements of special educational need benefit through the additional help provided by specialist support staff. The needs of the highest attaining pupils are usually but not always met in an appropriate manner. Teaching is at its best for these pupils when tasks set are challenging and demanding and opportunities are provided for them to learn through open-ended investigations, through problem solving tasks and where pupils are expected to take initiative for their own learning. This good practice is not as embedded in school practice as it could be and this prevents learning and attainment from being

even stronger. The provision, support and teaching for pupils for whom English is an additional language is effective and this enables pupils to take a full and active part in lessons. Questioning is modified to match the needs of pupils and teaching is effective in developing pupils' self esteem and confidence and in helping pupils to take a fully inclusive role in the life of the school as a community.

21. The quality of relationships between staff and pupils is good and this adds to the learning environment in the school. The changes in staffing at the school have meant that there has not always been a consistent level of behaviour management or expectation of the pupils. There are some very good levels of pupil management but there are occasions when teachers do not get the full attention of the pupils when making pertinent teaching points. The school has accurately identified the need for pupils to take greater responsibility and initiative for their own learning and behaviour, for pupils to be more actively involved in setting targets for their own improvement and in making known to pupils what is needed to attain at a certain level. There are some good examples of pupils' work being marked in a constructive manner which leads to an improvement in the pupils' work or level of presentation. However there are instances where the marking of pupils' work provides little guidance of what is needed to do to improve. The vast majority of parents are satisfied with the quality of teaching and the progress that their children make. Parents are however correct in their perceptions that teaching and progress have varied because of the staff instability and absences. About a quarter of parents that responded to the questionnaire were not happy with the amount of work children are expected to complete at home. Inspection findings show that the amount of homework that is currently being set is similar to that found in the majority of primary schools and is therefore judged to be satisfactory. However it is clear that the setting of homework over time has not been consistent because of the changes in teaching staff.

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

22. The quality of the curriculum provided in the Foundation Stage is good. Curriculum provision in Key Stages 1 and 2 is satisfactory. This is a similar position to that found at the time of the last inspection.
23. The school generally provides a broad and balanced curriculum in Key Stages 1 and 2 and this helps to ensure that pupils are presently making at least satisfactory progress as they move through the school. The exception is in history where over time insufficient time has been allocated to the subject to ensure that all elements of the subject have been taught in sufficient depth. This has had a negative impact on pupils' learning and attainment. The school is addressing the issue. The school meets statutory requirements for the teaching of religious education and for collective worship. The national strategies for teaching literacy and numeracy have been successfully implemented across the school, and teachers are generally effective in using them to plan and manage their approach to teaching the subjects. Reading and writing skills are improving. However, there are missed opportunities to further develop literacy skills in subjects across the curriculum, particularly, in writing and in research skills. Numeracy development across the curriculum is satisfactory with some good examples found in science and geography. A similar picture emerges with the use of information and communication technology. Whilst there are some good examples there are some missed opportunities which could add much to the quality of pupils' learning. All other subjects of the curriculum are guided by schemes of work that enable their delivery to meet the requirements of the National Curriculum. Subject policies are in place and have been recently reviewed. Initiatives to improve the curriculum have resulted in the

preparation of a clear picture of what pupils are intended to do throughout the year. The headteacher has recognised the need for co-ordinators to play a more active role in monitoring curriculum provision to ensure that pupils' prior attainment is consistently built on and developed.

24. The provision for pupils with special educational needs is good. Individual education plans are of a good standard and contain targets that are challenging and achievable and most teachers use the plans to accurately plan tasks and activities that accurately match the needs of individual pupils. The sensitive questioning and good support that pupils receive mean that they are fully included in all lessons, in all aspects of the curriculum and take a full and active part in the life of the school as a community. The special educational needs register is well managed, providing information about pupils and recording the progress they make. The progress of the pupils is closely monitored and regular reviews are held. Pupils are identified at an early stage and parents are fully involved in plans for their child, along with other agencies as necessary. The school also makes appropriate provision for the few pupils with English as a second language, helping them to acquire new communication skills and contributing to the life of the school as a community. The school works hard to try and ensure an equality of access and opportunity for all pupils in the school, although it is clear that over time staff instability has resulted in some pupils not receiving the same learning opportunities and experiences as others. In most instances appropriate attention is paid to the needs of the higher attaining pupils but there are occasions when the tasks that are set for these pupils are not sufficiently demanding or challenging. The school is successful in meeting its aim of providing a broad and balanced curriculum for all pupils regardless of race, gender or creed and the school is committed to inclusion. The school has an appropriate race equality policy and promotes racial harmony in an effective manner.
25. The curriculum for the children in the Foundation Stage is broad and balanced. Planning is based on the six key areas of learning and activities are interesting and appropriately practical. Good emphasis is placed on developing personal and social skills and appropriate elements of the national literacy and numeracy strategies are used effectively to promote language and mathematical skills. Good use is made of the local environment to enhance children's learning. The good provision that is made in the Foundation Stage means that children are appropriately prepared to start work on the National Curriculum programmes of study when they enter Year 1.
26. The school meets statutory requirements for all other aspects of the curriculum, including sex education. This is supported through other subjects of the curriculum and more specifically, at the end of Key Stage 2, through the visits of the school nurse. The school raises pupils' awareness to the dangers of drugs through its Personal, Social and Health Education scheme of work. This also provides pupils with regular planned opportunities to study a wide range of topics including citizenship.
27. The school provides a satisfactory range of extra-curricular activities covering sport, music, drama and crafts. These activities are, however, only available to older pupils. Several parents responding to the inspection survey thought that the school could do more to provide interesting activities outside lessons and inspection findings support this view. Educational visits and field trips are arranged by teachers to provide "hands-on" experiences in geography. Similarly visits take place to develop outdoor activities in physical education. A few visitors come to school to support learning, with the school seeking further ways of enriching the curriculum and providing a wider range of exciting learning opportunities. The school's links with the community and other educational establishments are satisfactory. The associated clergy are regular visitors and often

attend and support assemblies, making a useful link to pupils' spiritual, social and moral development. From time to time visits from the police and fire officers help pupils to become aware of the roles they play in partnership with the community. As part of a small cluster group, the school has successfully bid for additional support to raise standards in literacy. Links with the local high school are well established ensuring that the transfer of pupils is effected smoothly. Year 6 pupils enjoy a biennial visit to a nearby teacher training college where they benefit from conducting experiments in the college science laboratory.

28. Satisfactory provision is made overall for pupils' spiritual, moral, social and cultural development and this makes a positive contribution to pupils' personal development. Provision for pupils' spiritual and moral development is good, and this is a significant factor in the good behaviour usually found in class and around the school.
29. Provision for pupils' spiritual development is good and the school's strong Catholic affiliation is evident in its ethos and guides the work of the school. Prayer is a regular part of the day and is used well for pupils to reflect on their own actions. This was seen at the end of the day in Year 6 when pupils were invited to consider the highlight of their day and also the consequences of something they wished they had not done. Through assemblies and some lessons children develop a good understanding of their own beliefs, though insufficient opportunities are provided for pupils to gain an insight into the beliefs of others. Teachers provide good role models for the pupils as they show respect by listening to and valuing pupils' contributions and pupils respond well by listening to one other and become confident to offer ideas. In assemblies related to treasures, pupils are invited to consider that the really valuable things in life are not always the most expensive, for example fresh air, flowers, the pet cat and life itself are more valuable than gold. The wonder of the natural world is also promoted well through autumn walks and regular trips to the park by the Reception children.
30. The provision for pupils' moral development is good. This is an improvement since the last inspection and is due to the review and implementation of the "Behaviour and Discipline Policy" and has a strong impact on improving behaviour in the school. The school has a clear set of rules, including rewards and sanctions, which are applied consistently and are understood and accepted by pupils, who themselves contribute to making some of the class rules. The clear steps are used well by teachers in class, and this saves time in lessons and reduces disruptions to learning. All adults treat pupils fairly, and this is recognised by the pupils. This is a strong feature of the management style of the headteacher who takes time to hear both sides of any dispute between pupils before apportioning blame. This has resulted in fewer instances of oppressive behaviour with pupils generally accepting when they have been at fault. The willingness of staff to take time to discuss issues with pupils, and to plan opportunities to discuss moral dilemmas, demonstrates a clear expectation for pupils to make distinctions between right and wrong. This was seen in a Year3 /4 literacy lesson when pupils were invited to consider a fictional situation related to the unfair blame placed on an unkempt newcomer in school. Good behaviour and hard work are recognised by the weekly head teacher's awards for "enthusiasm, or doing your best or having a caring attitude." Children in the reception class are encouraged to look after Henry Bear and bring him back to school safely, and older pupils accompany younger children into assembly or to church.
31. Provision for pupils' social development is satisfactory. Pupils are encouraged to work co-operatively in lessons, for example when using the Internet in information and communication technology lessons and in team sports. Pupils share experiences as they perform in Christmas productions, and also dress in costume for a Victorian day

to celebrate the school's 150th Anniversary. The school provides good opportunities for pupils to develop personal qualities such as thoughtfulness and compassion, for example by raising money for charities at home and abroad. However, an area for development is planned opportunities for pupils to develop independence and take responsibility for their own learning as they move through the school. For example, the school could give pupils more opportunities to research their own information and also provide more opportunities for older pupils to contribute more to the school community, for instance by extending the role of the house captains or by the setting up of a school council.

32. Provision for pupils' cultural development is satisfactory. There are planned opportunities for pupils to explore their own culture through a geographical study of the local area and through occasional visits to local places of interest such as The Judge's House. Each class is named after a local martyr, but opportunities are missed to explore the origins of people like John Plessington. Pupils' cultural development is promoted through examining the work of artists' such as Van Gogh. The work of William Morris is used well in Year 5 to inspire pupils to complete designs and pictures of a high standard. There are good opportunities for pupils to listen to a range of music in assemblies and as a calming background to some art lessons as they are asked to describe how the music makes them feel. The school has rightly identified as an area for development the need to extend the planned opportunities for pupils to gain an understanding of other cultures, which would prepare them for life in a culturally diverse society. The school has a firm anti-racist policy and occasional incidents are dealt with firmly and effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has good procedures in place for child protection and places a high priority on the well-being of all pupils. This is similar to the position found at the time of the last inspection. The headteacher is the designated person for dealing with issues of child protection for which she has received recent training. She is supported in this role by a teacher who has also received relevant training, a member of the governing body, and the social services department of the local authority.
34. Risk assessments of the premises are conducted regularly by both the governing body and the LEA. The headteacher, site manager and the health & safety governor meet regularly to resolve any concerns raised either during the audits or by daily observation. In this way, risks are minimised with least delay. Four members of staff hold current certificates in first aid, one of whom is responsible for ensuring that the first aid boxes are kept suitably stocked. Pupils are familiar with the procedures to follow if they have had an accident or feel unwell. Records are kept of accidents and, if any head bumps occur, letters are sent home to enable parents to monitor the condition. Fire drills are held each term and all safety equipment is checked on an annual basis by specialist contractors.
35. There are effective routines in place for monitoring and promoting good behaviour in all areas. The headteacher counsels those pupils who have difficulty in managing their own behaviour and conforming to classroom discipline. The school has a good quality anti-bullying policy and there have been no recent reported incidents of oppressive behaviour. Good procedures are in place for monitoring and promoting good attendance. Attendance and punctuality are monitored closely by teachers and administration staff, with pupils being rewarded for good attendance. The Education Welfare Officer and headteacher analyse the registers regularly and identify

opportunities for working with pupils and parents in an attempt to improve attendance and reduce lateness. The school has benefited from a recent Local Education Authority initiative for promoting good attendance through class workshops, assemblies, and a system of rewards.

36. Parents are happy with the care and well being that the school provides. Parents also feel that the school and staff are approachable and they would be only too willing to visit the school if they had any concerns, knowing that their concerns would be listened to and dealt with in a sensitive and effective manner.
37. The procedures for assessing pupils' attainment and progress are satisfactory overall with procedures stronger in English, mathematics and science. Pupils are formally assessed using national tests at the end of different year groups in addition to other standardised tests. The information gained from these tests is being increasingly used to target support where needed or to ensure that sufficient challenge is provided for the higher attaining pupils. Teaching and learning is at its best when this information is used to guide and inform curriculum planning. In some other subjects teachers compare their pupils' performance against the nationally expected levels for their attainment. The practice, in these subjects, is not yet as thorough or as well established as that found in English and mathematics and prevents pupils' learning from being stronger. In some other subjects assessment procedures are not at a satisfactory level. Good procedures are in place to assess children's attainment on entry. The teacher makes effective use of this information and uses it well to guide and inform curriculum planning, to identify pupils with special educational needs and to set targets for improvement. The staff in the reception class monitor and record children's progress well. The school has good procedures for identifying pupils with special educational needs from an early stage of their education and if necessary, places them on the register so that appropriate action can be taken to meet their needs. All targets set with individual education plans are specific, measurable, usually attainable and relevant. There is good movement up and down the register, as pupils' needs change. The pupils with special educational needs are successfully integrated and fully included into all aspects of school life. Pupils with identified behavioural difficulties are well managed, so that in general their actions are not noticeably different to that of other pupils. Assessment procedures for pupils for whom English is an additional language are satisfactory.
38. Satisfactory use is made of the information gained from assessments when plans are made for improvements to provision and when teachers plan the next stages of pupils learning. The information gained from assessments made in English is used well to identify those pupils who benefit from early and additional support for the development of their literacy skills. The headteacher analyses the results of national tests and of other tests, administered by the school, to establish realistic and challenging targets for pupils' attainment in English and mathematics by the end of Year 6. The headteacher is seeking to further refine the whole process of data analysis and target setting by taking account of factors such as pupil mobility and any differences in attainment between pupils of the same age in different classes. This is good practice and should help to have a bigger impact on helping to raise standards. The co-ordinators for these subjects have started to be involved in this process but there is a need for them to play a more dynamic role in targeting specific areas for improvement and in setting targets for different year groups in school.
39. Arrangements to support pupils' academic performance and provide them with advice to improve their learning are satisfactory. A portfolio of assessed work is retained for each pupil. These contain the results of national and other tests administered by the

school. They are added to as pupils pass through the school, creating a record of the progress they are making. Samples of work are assessed accurately, but the development of the portfolios across the school is inconsistent and some teachers are not as thorough as others in retaining and analysing the information. The school is also seeking to develop school portfolios of moderated and levelled work to provide more guidance for teachers in accurately assessing at which level pupils are working and to know exactly what is needed for pupils to attain at differing levels. Pupils are provided with good educational and personal support and guidance and notes are kept on pupils' personal and social development. This information is used effectively to identify pupils that may need additional personal support and to help teachers write comments on pupils' personal and social development in pupils' annual progress reports.

40. In the majority of lessons teachers make clear to pupils what they expect them to learn. This is done particularly well in English and mathematics. Targets are set for each unit of work and at the beginning of each week. These are displayed in classrooms, shared with pupils and reviewed at appropriate times as learning takes place. Pupils also have individual targets for their learning in English and mathematics that are discussed with them by their teachers. The school is seeking to refine the process further so that pupils play a more active part and take greater responsibility for setting their own targets for development and improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents are supportive of the school and its work. The majority of parents and carers responding to the inspection questionnaire believe that the teaching is good and that the school expects their children to work hard and achieve their best. Most parents state that their children like school and think that their children are making good progress. They feel that behaviour is good, that the school is well led and managed, and that the school is helping their children to become mature and responsible. The views of parents differ slightly according to the experiences encountered by their child with regard to staff instability and absences. Inspection findings show that teaching, learning, progress and behaviour have fluctuated in certain classes over the last two years and parents' perceptions are accurate and with some foundation. However the headteacher and governors have worked tirelessly to establish a greater level of staff stability and have met with a reasonable degree of success although circumstances beyond their control have sometimes prevented these successes from being greater. The permanent members of the teaching staff have done much to help to create a sense of community and continuity and pupils in these classes have often benefited from good quality teaching and learning. Although parents feel that they are kept well informed about how their children are getting on, they feel that the school could work more closely with them. The school continues to look for ways of strengthening the partnership between parents and the school to support and enhance pupils' learning. A significant number of parents believe that their children are not getting the right amount of work to do at home. At the present time the amount and range of homework tasks that are set are similar to those found in other primary schools and are judged to be satisfactory. This has not consistently been the case over the last two years where the setting of homework has been more erratic in some classes.
42. Induction procedures for children new to the school are good. Parents and children are invited in to school in the summer term before children join the reception class, establishing good links with parents from the start. Parents and grandparents volunteer to work in the reception class on a regular basis and provide good support for children's learning.

43. The school maintains good links with parents, and has worked hard to improve these links. Formal publications such as the prospectus and the governors' annual report to parents are supported by opportunities for parents to meet teachers to discuss their children's progress and to resolve any concerns which may arise on a daily basis. Newsletters, event letters, and termly curriculum information for all classes ensure that parents are aware of events in the life of the school and of the opportunities available for them to help in their children's learning. Annual reports are of a satisfactory quality and provide parents with essential information about their children's academic progress and personal development. Progress reports for the children in the reception class are of a very good quality and provide detailed information about the topics studied and what the pupil has achieved. The school has good arrangements for providing information to parents of pupils with special educational needs. They are all well informed of their children's progress and are invited to contribute to the changes in their individual educational plans. Consultation evenings for the parents of pupils with special educational needs are very well attended, and most parents of pupils with individual education plans attend the review meetings. The parent governors play an important role in providing a channel of communication to the headteacher and create opportunities to raise issues which parents have expressed some concern about.
44. Parents make a satisfactory contribution to their children's education. Several attend class assemblies and masses, and a few parents help in school in the classes of younger pupils. Parents of younger pupils regularly listen to their children practising their reading and help the teachers to maintain the reading records. Although the school has offered workshops in literacy, numeracy, test information and "Parents in Partnership," only a very small number of parents have declared an interest in attending them and this restricts the ability of some parents to play an effective role in supporting their child's education and the work of the school. The parent-teacher association organises fundraising events to help provide additional learning resources and these events are generally well supported, so too are all school activities, concerts and the sports day.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is well led by the headteacher who has played a pivotal and important role in moving the school forward and improving the quality of education that the school provides.
46. She is deeply committed to improving standards and has a very accurate grasp of the areas that the school needs to address in order to develop and improve. She has a very clear vision for school improvement and a steely determination to see the vision come to fruition. The headteacher took up post at a time when the school had suffered great staffing instability and changes and the school has not always had permanent staff. In addition the headteacher has not always had a deputy headteacher in post to assist her with the management of the school. Despite the obvious difficulties the headteacher has worked tirelessly to move the school on and has been successful in creating a good team spirit in the school and due to her good quality of leadership and management in tackling these problems, the school is in a better position than was the case when she took over. A good balance has been struck in seeking to involve all staff in the decision making process where possible, whilst at the same time the headteacher has had to make decisions on her own, because of a lack of other key staff, which have benefited the life and community of the school. The headteacher has received good support from the Local Education Authority in, for example, helping to find appropriate teaching staff and in helping to monitor the quality of teaching and

learning in the school. Such support has proved beneficial in moving the school forward in difficult times.

47. Procedures for monitoring teaching and learning in English, mathematics, science, information and communication technology and music are satisfactory but there is a clear need for improvement in other areas of the curriculum because at present they are unsatisfactory. The headteacher and advisers from the Local Education Authority have monitored the quality of teaching well in English and mathematics and occasionally in other areas of the curriculum. This has been done through lesson observations, and through the scrutiny of teachers' planning and pupils' work. Formal feedback has been provided to individual teachers and pointers for development discussed. Where teaching has not been at a good enough level more rigorous procedures have been instigated which have resulted in improvements in teaching. Opportunities for some subject co-ordinators to monitor teaching and learning have been limited. This situation has not been helped by the changes in teaching staff over the last two years, which has meant that different teachers have had responsibility for subjects and there has not been a thread of continuity. At the present time permanent teaching staff monitor teachers' planning but few opportunities have been provided for them to carry out detailed and regular scrutinies of pupils' work. However, the headteacher has appropriately identified the need for subject co-ordinators to play a more dynamic role in raising standards by taking a more active role in monitoring teaching and learning.
48. Since her appointment the headteacher, almost single handedly, has put a lot of time and effort into developing procedures for analysing test and assessment data. The analysis has been used to identify trends in attainment, to identify where there are weaknesses between subjects or within elements of subjects or to pick up differences in attainment between boys and girls. The headteacher has identified that these procedures are now in need of further refinement. The school plans to use the information to set targets for individual pupils, for small groups of pupils and year groups and to ensure that all pupils are achieving well in relation to their prior attainment. By doing this the school intends to target support where it is needed the most and to ensure that pupils are more actively involved in setting their own targets and that curriculum leaders play a more active role in the whole process of target setting. Inspection evidence indicates that the school sets challenging targets for literacy and numeracy but as data analysis and target setting become more refined and rigorous, these too should make a meaningful and important contribution to the standards that pupils achieve.
49. There is a good quality school development plan. The document contains an accurate assessment of the issues the school needs to address in order to improve. The driving force behind the plan is the desire to raise standards, particularly at Key Stage 1. Other areas for improvement include the need to improve procedures for monitoring teaching and learning, improving the provision for PHSE and Citizenship and to improve the accommodation. All issues have appropriate time scales, costings and procedures to monitor progress. All staff and governors are provided with opportunities to contribute to improvement planning and this heightens their awareness of what needs to be accomplished. The headteacher wants to provide parents with the opportunity to contribute to the process and for pupils to make valued contributions through the setting up of a School Council.
50. The school provides appropriate opportunities for the professional development of both the teaching and the non-teaching staff. Staff have attended appropriate training courses which have impacted positively on the quality of teaching and learning in

subjects such as information and communication technology and numeracy. Performance management has been implemented effectively. There is a clear link between the school's needs, those of individual teachers and performance management targets.

51. The Governing Body fulfils its statutory duties well. The governors are led by an experienced chair and have a clear view of the strengths and weaknesses of the school. They are efficiently involved in monitoring standards through regular reports from the headteacher and many are regular visitors to the school and have first hand experience of observing the school community at work and play. The governors are kept very well informed by the headteacher and have a good grasp of the standards that are achieved by the pupils. Standards are discussed in detail at many governors' meetings and governors play an active role in target setting initiatives. Governors play a full and active part in discussing policies before they become entrenched in school practice. Good links have been established between some subject leaders and governors. Teachers present reports to the Governing Body on provision that is made for different subjects and aspects of school life. Meetings are held between governors and some subject co-ordinators. This is good practice because it allows governors to follow the impact of new initiatives in school and to assess the impact that they have on pupils' learning. The school has accurately identified the need to disseminate this practice to all subject co-ordinators. The quality of relationships between staff and governors is good and adds much to the sense of community that is a strong feature of the school. Governors regularly attend training courses which are often based in the school as well as venues around the county. Training enables governors to put the school's role and performance in a wider regional and national context.
52. The school has made satisfactory progress since the time of the last inspection with improvement gaining rapid momentum with the appointment of the present headteacher. There have been a number of staff changes and absences over time but despite this the headteacher has worked with great effort and determination to address the issues identified at the last inspection and to move the school on. In terms of the specific key issues that were identified, the headteacher and advisers from the Local Education Authority have implemented appropriate procedures to monitor the quality of teaching and learning which have seen improvements in the quality of teaching. She has been successful in improving the quality of teaching, whilst the headteacher recognises that there is still more work to be done and to more actively involve subject co-ordinators in this process. The quality of resources for children in the Foundation Stage has improved and the quality of financial planning is now a strength of the school. Where standards have fallen in some subjects this has been linked to the level of staff instability and inconsistencies in the quality of teaching that have been a feature of the school over the last two years. The school however is addressing these issues in a rigorous and effective manner and under the astute leadership of the headteacher and the Governing Body school improvement should gather even greater momentum if staff stability is maintained.
53. The Foundation Stage is well managed. As the only teacher in the Foundation Stage the co-ordinator has worked hard to introduce the new curriculum successfully and her vision and understanding of the needs of young children is a major factor in the good provision made by the school. The management of special educational needs is good and the co-ordinator ensures that support is targeted to where the need is greatest. Documentation relating to the pupils is well ordered and up to date. Individual education plans are of a good standard. The school's policy is in line with Code of Practice and the co-ordinator has attended training to enable her to make the necessary changes to comply with new guidance. The support pupils receive helps them to make good

progress towards the targets in their individual education plans. Grants received to support learning for pupils with special educational needs are appropriately used. The management of provision for pupils with English as an additional language is effective and this helps to ensure that pupils have full and open access to all aspects of the curriculum and to the life of the school as a community.

54. Financial planning is of a good standard. The previous inspection identified the need for the school to improve the quality of financial planning and to link it more effectively to planned priorities in the school development plan. The school has achieved this goal and financial planning is now a strength. The finance committee meets on a regular basis and plays an important role in setting and monitoring the school's budget. The school pays good attention to longer as well as short term financial planning. The headteacher and governors are keen to evaluate the impact on standards and learning of major spending decisions, such as improvements in the provision made for information and communication technology or increasing the number of support staff. The school currently has a significant budget surplus from the previous financial year but this money has been specifically earmarked for improvements to the building and the projected carry forward for the next financial year is at a far more acceptable level. The school derives full benefit from available grants for specific aspects of its work, and these are closely monitored by the school each month in terms of allocation, spend and commitment. The school has a good understanding of the principles of best value and applies them to all significant decisions. Formal tenders are invited for major contracted works and the school is aware that best value for money embraces aspects beyond the basic costs, and to this end makes good use of the financial and other professional expertise that is resident in the governing body. Day- to-day administration of the school is carried out in a most effective and pleasant manner by the school administrator. This helps to ensure that the school runs in a smooth and efficient manner. Purchasing routines are tightly controlled, and the school's administrator makes very good use of the computer programmes available to her. The school purchases financial support services from the Local Education Authority which provides further assistance in monitoring the school's budget. The recommendations of the latest auditor's report have been acted upon. Taking all factors into account the school is providing satisfactory value for money.
55. The school has a satisfactory match of teachers and support staff to meet the needs of the curriculum. At the time of the inspection there were two supply teachers in school, and an extra numerary teacher funded by the Local Education Authority to help overcome current staffing difficulties. The headteacher is constantly aware of and explores every avenue to help ensure staff stability but often the factors resulting in staff instability and absence are beyond her control. The supply site manager and other support staff help to provide pupils with a safe and clean environment in which to work and play. Classroom support assistants are very well deployed, providing pupils with personal support and presenting them with additional learning opportunities. Satisfactory procedures are in place for the induction and support of new staff.
56. Although the standard of accommodation is satisfactory overall, there are some areas for improvement. The school is situated adjacent to Lancaster Cathedral near the centre of the city. There are a number of hard play areas but no grassed area for game playing. The sloping playground hinders the development of pupils' sporting skills as control of any ball presents great difficulty, The prefabricated building used as a canteen has been poorly maintained, is a most inappropriate setting for pupils to eat in and has rightly been identified by the school as a potential health hazard. Plans are in place to develop a kitchen within the school, adjacent to the main hall. The school development plan identifies the need for a formal programme of work to improve the

general state of the school buildings and in turn help to create a more attractive learning environment for all pupils.

57. Recent expenditure has improved the quality and quantity of resources in most subjects to a satisfactory level. This includes the resources available for children in the Foundation Stage, which were found to be unsatisfactory at the previous inspection. There is a good quality and range of resources for science, and the information and communication technology suite is of good quality and is well used by all teachers. Resources for geography are unsatisfactory in that there is an insufficient number of suitable reference sources. The quality and quantity of resources in other subjects of the curriculum are satisfactory and add to the quality of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the quality of education that the school provides, the Governing Body, headteacher and staff should:

1) improve standards in English, mathematics and science by the end of Year 2 by:

- ensuring that writing skills are taught in a direct and systematic manner and every opportunity is seized upon to develop pupils' speaking and listening skills;
(paragraphs 4, 16, 72, 73, 75, 76)
- further developing pupils' number skills and providing opportunities for pupils to put these to the test in problem solving and investigative activities;
(paragraphs 4, 83, 84)
- ensuring that all elements of the science curriculum are covered in sufficient depth with an emphasis on developing pupils' scientific vocabulary;
(paragraphs 4, 6, 90)
- capitalising on opportunities to enhance and extend pupils' literacy and numeracy skills in other areas of the curriculum;
(paragraphs 18, 23, 79, 87, 91, 112)
- making sure that the tasks that are set for the higher attaining pupils are sufficiently demanding and challenging.
(paragraphs 3, 16, 24, 87, 89, 94)

2) improve standards in history by the end of Year 6 by ensuring that all elements of the subject are taught in sufficient depth to enable the pupils to acquire the necessary skills and knowledge at an appropriate rate.

(paragraphs 7, 19, 23, 114 – 119)

3) improve and enhance pupils' personal development by:

- providing more opportunities for pupils to undertake personal study and research;
(paragraphs 12, 31, 74, 76, 92, 110, 115, 116, 118)
- providing more opportunities for pupils to take initiative and responsibility in their learning;
(paragraphs 12, 20, 21, 31, 111)
- providing more opportunities for pupils to organise, take responsibility for and take part in activities that would make a valuable contribution to the life of the school as a community;
(paragraphs 12, 31)
- providing opportunities for pupils to become more actively involved in setting their own targets for improvement.
(paragraphs 21, 40, 48, 86, 92)

4) improve procedures for monitoring the quality of teaching and learning in subjects where they are not adequately developed to have their biggest impact on helping to raise standards by:

- ensuring that subject co-ordinators are provided with opportunities to monitor teaching and learning across the school in order to disseminate the good practice and to tackle any weaknesses;
- undertaking the regular and rigorous scrutiny of teachers' planning and pupils' work;
- ensuring that subject co-ordinators playing a more active role in the analysis of available test and assessment data.

(paragraphs 38, 47, 80, 95, 101, 107, 113, 119, 125, 136)

In addition the school should include the following weaknesses in the action plan:

- ensure that the marking of pupils' work is used effectively to outline what is necessary to improve;

(paragraphs 21, 78, 86, 92, 111, 117)

- seek to improve the shortcomings in some aspects of the school's accommodation and to improve resources in geography.

(paragraphs 49, 56, 57, 113)

- seek to extend the planned opportunities for pupils to gain an understanding of other cultures, which would prepare them for life in a culturally diverse society.

(paragraphs 32, 128, 129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	17	11	1	0	0
Percentage	0	19	47	31	3	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 two 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)		161
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		45

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.9
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	13	12	11
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	83(85)	79(90)	79(95)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	11
	Girls	13	11	11
	Total	20	19	22
Percentage of pupils at NC level 2 or above	School	83(90)	79(95)	92(100)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	11	6	13
	Total	21	16	24
Percentage of pupils at NC level 4 or above	School	78(69)	59(72)	89(81)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	11	6	13
	Total	20	17	25
Percentage of pupils at NC level 4 or above	School	74(72)	63(75)	93(81)
	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	1
White	159
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	368278
Total expenditure	369837
Expenditure per pupil	2066
Balance brought forward from previous year	45993
Balance carried forward to next year	44434

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	50	47	3	0	0
Behaviour in the school is good.	40	50	7	0	3
My child gets the right amount of work to do at home.	42	34	24	0	0
The teaching is good.	56	39	2	0	3
I am kept well informed about how my child is getting on.	56	36	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	67	29	2	0	2
The school works closely with parents.	46	35	17	0	2
The school is well led and managed.	44	46	6	0	4
The school is helping my child become mature and responsible.	56	38	4	2	0
The school provides an interesting range of activities outside lessons.	43	37	12	4	4

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

59. The school makes good provision for children in the Foundation Stage. There has been good improvement since the last inspection, maintaining standards and successfully adopting the nationally recommended Early Learning Goals. Additional resources have been purchased for outdoor play, and these are now sufficient to support learning well. Children are admitted to the Reception class in the September of the school year in which they have their fifth birthday. Currently there are 15 children in the reception year and they are taught alongside 13 younger pupils from Year 1. Whilst there is no Nursery provision on site, most children have had some pre-school experience in a variety of settings. Assessments made by the school early in the reception class show that when they start school the vast majority of children have skills which are broadly in line with those expected for their age, with a small proportion either exceeding or falling below the expected level. The children are taught in the reception class by one qualified teacher who is very well supported by a Nursery Nurse in the morning and by a classroom assistant in the afternoon. The children also benefit from voluntary classroom support from parents and grandparents. Parents and children are invited into school in the previous summer term, establishing good links with parents from the start. In addition, the teacher or the Nursery Nurse visits each child in their pre-school setting. These good induction procedures enable children to settle quickly into school life.
60. Teaching is good overall with some very good features. Teaching of children's physical and creative development is satisfactory. A strong feature of the teaching is the detailed planning which ensures that pupils in the two age groups, reception and Year 1, and the individuals within the groups are provided with interesting activities which are well matched to their age and ability, enabling all children to achieve well. The teacher has a good understanding of the needs of young children enabling her to plan an interesting range of practical activities, which capture the interest and enthusiasm of the children and promote a positive attitude to learning. The systematic teaching and clear explanations, together with daily counting and reading practice, enable all children to make good progress in acquiring basic skills. The very good skills of the Nursery Nurse are used effectively to support the learning of groups and individuals. There are good procedures to assess how well children are learning. Initial assessments are used well to set targets for individual children at an early stage and ongoing assessments through specific tasks and close observation of the children as they work are used effectively to plan for the educational needs of individuals. This good level of individual support enables all children, including those identified as having special educational needs, to make good progress. Useful records are kept, including a personal portfolio for each child, and this helps to track their progress through the year. Children respond well to the high expectations of behaviour in class sessions on the carpet and during group activities. However, the management of the change between the different parts of the lesson is less effective, and so children do not always stop quickly and tidy away as required.
61. As the only teacher in the Foundation Stage, the co-ordinator has worked well to adopt the new curriculum, taking into account the Early Learning Goals. Her clear understanding and conscientious approach are major factors in the good provision made by the school.

62. From a level of attainment, which is broadly average at the start of reception, children of all abilities make good progress in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Progress in children's physical and creative development is satisfactory. As a result, most children have securely achieved, with a small number exceeding, the nationally recommended Early Learning Goals in every area of learning by the time that children start work in Year 1.

Personal, social and emotional development

63. Children of all abilities make good progress in this area of learning because of the consistently good quality of teaching and the vast majority of children have attained and in some instances exceeded the early learning goals by the time that they are ready to start work in Year 1. The secure atmosphere engendered by the teacher gives children the confidence to respond well, for example to point out the teacher's deliberate mistake on the board. Children help each other naturally and join in games such as spotting the missing number with great enthusiasm and there is spontaneous applause as a child solves the problem. The teaching ensures that there is an expectation that children will get themselves changed for physical education lessons, though help is at hand if needed. Opportunities are provided for children to develop a sense of responsibility as they take home Henry Bear to look after, and no one has ever forgotten to bring him back the next day. The good quality of teaching ensures that "Circle Time" is used well to develop personal and social skills. Children are well aware of the rules and know they are to speak only if they are holding the bear or wearing the wizard hat. They also know that there is no pressure to speak if they do not want to. They show great kindness as they discuss what they would wish for others, such as making granddad's leg better, and when they each contribute something positive about the week's "Special Child." They are gaining a good understanding of their own beliefs through well planned and well taught religious education lessons and through assemblies, though there are limited opportunities to consider the views and beliefs of others. Children are developing independence through planned activities such as looking for information about different methods of transport in books, though they do not routinely put away their own equipment.

Communication, language and literacy

64. Teaching is good overall and this ensures that children of all abilities make good progress and attain at an expected level by the end of their time in the Foundation Stage. A significant minority of children exceed beyond this level in some aspects of their communication skills. Teaching successfully incorporates appropriate elements of the National Literacy Strategy. The teacher provides good opportunities for children to develop their speaking and listening skills in all areas of learning through regular class discussions and through good questioning, such as "How do you know that the shape is a cylinder?" Questions are well targeted to suit the age and ability of the children enabling all to respond. Most children enjoy listening to one other and generally take turns to speak in planned activities such as circle time and when working and playing together. However, a small number of children find it difficult to concentrate and listen.
65. Reading skills are taught well through sharing big books and taking incidental opportunities for children to read the host of labels around the room. The teacher and also the Nursery Nurse have a good understanding of the literacy strategy and their consistent approach helps children to make good progress. Good use is made of games, such as the letter game when children are allocated a letter card and combine with others to form and change words. The judicious allocation of letters enables all

children to join in at their own level and all, including those with special educational needs, make good progress. All children have a graded reading book from the school scheme and they read to an adult on a regular basis. In addition, each child has a book to take home to read with their parents. This early emphasis on reading and the planned programme for teaching phonic skills enables children to achieve well, with about a third of the children exceeding the expected standard by the time they start in Year 1.

66. Activities are well planned to encourage children to write for a variety of purposes, for example they write or make marks when completing booking forms in the imaginary travel agency and also complete a diary when they take Henry Bear home. Good use is made of pictures and objects to encourage children to write in sentences. Following a shared writing activity with the teacher when children contributed sentences about transport, for example, "A hovercraft floats on air," children were inspired to make their own sentences and higher attaining children look in non-fiction books to help them to label their own transport drawings accurately. Regular practice of writing patterns and of forming letters correctly helps children to develop legible handwriting from an early age. All children write their own names. Lower attaining pupils have lots of practice to copy words and simple sentences, but find it difficult to write independently. Higher attaining pupils use cursive writing to write correctly punctuated sentences independently, for example, "Baby bear and the owl went on the moon!"

Mathematical development

67. Teaching is good overall, successfully incorporating appropriate elements of the National Numeracy Strategy, enabling children of all abilities to make good progress and to achieve at an expected level by the time they start in Year 1. A small percentage of children achieve beyond this level. Teaching seizes upon every opportunity to develop mathematical skills and language, such as counting the children at registration and identifying shapes in pictures and objects. Most children count forwards and backward to 20 and higher attaining children quickly identify the missing number in a sequence. Most children match the numeral to the set of objects and combine two sets of four objects to make eight. Higher attaining children are beginning to work out addition and subtraction to 10 whilst lower attaining children make sets up to five objects.
68. Good quality teaching ensures that children gain a good understanding of two and three-dimensional shapes through a range of practical activities, such as looking at shapes in the environment and then matching a photograph of the object to the plastic and wooden shapes in class. Lower attaining pupils make a pattern by pressing the faces of wooden shapes in the sand, whilst higher attaining children classify shapes into different sets giving good reasons for their choices. There are good opportunities for children to solve practical problems, for example predicting and then checking how many eggcups full of water are needed to fill the jug. They interpret information on the birthday chart to see how many children are still four and who has a birthday in August.

Knowledge and understanding of the world

69. Teaching is good overall and children of all abilities achieve well and make good progress. Attainment is at an expected level for the vast majority of children by the end of their time in the Foundation Stage. The good quality of teaching provides children with a good range of interesting, practical activities. Children gain a satisfactory knowledge about their environment from close observation as they take a termly walk to the local park and notice the seasonal changes as they compare photographs taken each time. They gain an appreciation of the wider world as they follow the travels of Barnaby Bear as he accompanies children on their holidays. They know and recognise different forces as they observe equipment in the park playground being pushed or pulled and also discuss how different forms of transport are powered, noticing that boats have engines at the back and that hovercrafts sink without air. They explore their senses as they try to put pegs in a board without looking and try to guess what is making the sounds they can hear in the headphones. They use a good range of construction toys and make models of an appropriate standard by gluing and painting discarded boxes. Through regular practice in the computer suite children are developing sound mouse control and use a paint program to create pictures of aliens. They are gaining an understanding of their own culture through celebrations such as Christmas and Easter, but there are limited opportunities to learn about other cultures.

Physical development

70. Teaching is satisfactory and children of all abilities make satisfactory progress. Attainment by the end of the Foundation Stage is at an expected level. Children achieve well in developing manipulative skills through regular practice in holding pencils and scissors correctly and through using a good range of construction and small world toys. They develop a sense of space as they use the hall for physical education and learn to steer the large toys appropriately around the mats in the limited space in the small, secure playground. Children are taught to balance and to throw and catch a ball appropriately in the larger playground, but some children find it difficult to control their excitement and to concentrate, as it is difficult to hear the teacher's instructions in the irregular shaped area. Most children hop, skip and run and move under and over an obstacle in a satisfactory manner. Good demonstrations by the teacher, for example flexing knees when jumping, help children to improve their performance. The school has identified the outdoor play area as an area for development and this is an appropriate priority as it prevents children's learning from being stronger.

Creative development

71. Teaching is satisfactory and helps to ensure that children of all abilities make satisfactory progress enabling the majority to attain the nationally recommended Early Learning Goals by the time that they start in Year 1. Children are provided with satisfactory opportunities to explore colour, texture and shape through mixing colours and painting pictures, as when they folded their string paintings to create symmetrical patterns. They also make models using malleable materials and create different colour effects by weaving ribbons through a card wheel. The finished products are of an appropriate, and for some children of a good standard. They contribute to class friezes and thematic pictures, though opportunities for free painting are limited which at times hinders children's creative development. Children enjoy singing a good range of songs and remember quite a number from memory, including many related to the transport topic, such as "The Runaway Train" and repeat the actions related to familiar rhymes. The teacher uses her good knowledge of music well to encourage children to talk about the different sounds that the weather makes and to extend this to making sound

pictures, relating pictures of raindrops to the sound that they make in early musical notation. They have regular chances to develop their imagination through stories and through co-operating with others in the imaginative play area. The school has appropriately identified role-play as an area of development.

ENGLISH

72. Attainment on the basis of the National Curriculum tests at the end of Year 2 in 2001 is well below the national average in reading and writing and when compared to similar schools attainment in reading is below average and is well below average in writing. Teacher assessments in speaking and listening show attainment to be below average. The National Curriculum tests for 11-year-olds in 2001 show attainment to be in line with the national average and a similar picture emerges when the school's performance is compared to similar schools. Inspection findings show that attainment in reading, writing, speaking and listening is below average by the end of Year 2. Attainment by the end of Year 6 is at an average level. This does not tell the full story. Staffing instability has had a greater impact at Key Stage 1 than at Key Stage 2 and this is reflected in the fall in standards since the time of the last inspection Standards at the end of Year 6 have been maintained since the time of the last inspection. However standards are starting to rise again at Key Stage 1. This is because of the satisfactory quality of teaching and at times good teaching for the younger pupils at this key stage. The school however recognises that there is still work to be done in further improving the quality of teaching and learning. This includes ensuring that writing skills are taught in a direct and systematic manner, that opportunities are seized upon to develop pupils' speaking skills and to ensure that tasks are consistently set that challenge the higher attaining pupils. Pupils, including those with special educational needs and those for whom English is an additional language are currently making satisfactory progress but over time the rate of progress has been less than satisfactory at Key Stage 1. Although staff instability has had an impact at Key Stage 2 it has not been as great over time as at Key Stage 1. Teaching over time at Key Stage 2 has been satisfactory. However much of the teaching observed during the inspection was good and within individual lessons pupils of all abilities and pupils whose first language is not English are often making good progress. Standards are rising and look set to continue this trend by the end of Year 6 in subsequent years if the level of good teaching remains constant. The strategies for monitoring teaching, test and data analysis and target setting are having a positive impact on helping to raise standards. This is further helped by the successful implementation of the National Literacy Strategy.
73. Standards in speaking and listening by the end of Year 2 are improving but remain below average. Some lower attaining pupils in Years 1 and 2 do not speak clearly or with sufficient volume. Learning is on occasions prevented from being stronger because there is sometimes a tendency amongst teachers to paraphrase what pupils have said, rather than challenging pupils to repeat what they have said in a different way or to expand on what they have said or to justify their views and opinions. While most pupils listen with appropriate levels of attentiveness there are occasions when pupils do not heed instructions and this adversely affects their learning. By the end of Year 6 pupils speak with appropriate levels of confidence. Most pupils listen attentively and follow instructions. These pupils are making good progress, based on the good opportunities for speaking and listening created by their teachers. Their teachers often use questions skilfully, enabling their pupils to plan what they are going to say in response and ensuring they listen carefully to the questions they are asked. Pupils are often provided with good opportunities to develop speaking skills through drama and during the inspection pupils in Year 5 acted out scene two from Shakespeare's

'Macbeth', speaking with expression and emotion and recreating the characters of the witches superbly. When pupils' responses are not at this level it is because of the range and expressiveness of their vocabulary.

74. Standards in reading are again improving but remain below average at the end of Year 2. Many pupils are enthusiastic readers and often read at home for pleasure. Higher attaining pupils in Years 1 and 2 read fluently, often with expression and obey the rules of punctuation. They also talk thoughtfully about the characters in the stories they read and make predictions about what might happen next in the stories. Some lower attaining pupils also read fluently, but slowly and without expression. A few of these pupils only enjoy reading what one pupil referred to as 'easy books'. Amongst other Year 2 pupils the ability to break down words they cannot read into manageable syllables and to then link the syllables together is not developed sufficiently well. This is as a consequence of these skills not being taught in a consistent and progressive enough manner over time. Standards in reading at the end of Year 6 are at an average level. Many pupils are enthusiastic readers. All pupils enjoy books that contain humour. Lower attaining pupils, whilst reading many words correctly, do so without expression and do not reflect the features of the personality of the characters they are reading about. The majority of pupils report their preference for reading story books and many speak about their favourite authors, such as Jacqueline Wilson and J K Rowling, with appropriate knowledge. However, too little use is made of information books for research in other subjects, such as geography and history and this restricts pupils' ability at times to locate information quickly or to read and understand beyond the literal level.
75. By the end of Year 2 standards in writing have improved significantly over those found in 2001 but are below average. This is because teachers apply the principles of the National Literacy Strategy well. They provide pupils with helpful ways of planning and drafting their writing. Teachers and support staff are also helping pupils to write increasingly complex sentences. Many pupils are responding to this with improved punctuation. Higher attaining pupils are beginning to write well for an increasingly wide range of purposes. They are writing formal and informal letters, precise lists of instructions, poetry and stories that reflect their own imaginations increasingly well. However the recency of these writing opportunities have meant that there has not been sufficient time to have their biggest impact on raising standards. Pupils' writing still lacks an expressive vocabulary and tends to fizzle out after a lively opening. The school is seeking to ensure that writing skills continue to be taught in a systematic and rigorous manner. Standards in writing are at an average level by the end of Year 6. Pupils organise their writing appropriately into paragraphs. The guidance they receive from their teachers is helping them to sequence their writing logically and to use an increasingly varied range of connecting words to extend sentences and make their writing more interesting. Pupils in Year 6 show appropriate knowledge and understanding when they edit pieces of text, written by their teacher, about the mountain ranges of the world. They do this successfully by adding increasingly technical vocabulary and more exciting, descriptive words. The area for development is to ensure that a greater number of pupils sustain an idea, plot, character or justification of a point of view in a more extended manner with the use of a vibrant vocabulary. Such strategies would help to ensure that more pupils exceed the level expected of 11-year-olds in writing.
76. Over time the quality of teaching and learning has been satisfactory at Key Stage 2 and less than satisfactory at Key Stage 1 due to staffing instability. The school has addressed the weaknesses. Teaching is now satisfactory with good teaching for the youngest pupils at Key Stage 1. Teaching at Key Stage 2 is usually good and this is

having a positive impact on how well pupils learn and achieve. Most pupils have positive attitudes to work, show good levels of concentration and behave well in lessons. Pupils show a readiness to act on constructive comments made by teachers but show less desire to take initiative for their own learning. This is not helped on occasions by the missed opportunities teachers provide for pupils to undertake personal study and research. Pupils with special educational needs and those for whom English is an additional language are included well in all aspects of provision for the subject. These pupils are supported well by teachers and support staff. The introduction of Early Literacy Skills and Additional Literacy Skills, taught by support staff to small groups of lower attaining pupils with special educational needs, has enhanced the learning of these pupils significantly.

77. Teachers in both key stages have applied the principles of the National Literacy Strategy well and this is helping to raise standards. Teachers and support staff also teach spelling well, particularly to lower attaining pupils. They encourage pupils successfully to know the sounds made by different combinations of letters and to say the sound of each section of the word they are trying to spell aloud. Consequently, pupils spell an increasing range of words correctly. However, the succession of temporary staff means that these principles have not been applied with sufficient consistency throughout the school, restricting pupils' progress overall, especially in Year 2. Teaching is most effective when lessons have a real sense of pace which keeps all pupils interested. Conversely there are occasions when the pace of lessons or the tasks that are set for the highest attaining pupils are not demanding enough. This has been more apparent for some pupils in Year 2. Good teaching is also characterised by the effective use of the sessions at the start and end of lessons to either recap on pupils' previous learning or to assess what has been learnt within a lesson. This enables teachers to identify if there are gaps in pupils' knowledge or to identify what they need to do next to really push on and extend pupils' learning. The school has placed an increasing emphasis on the systematic and progressive direct teaching of writing skills and this is having a positive impact on standards. This good practice needs to continue.
78. Arrangements to assess pupils' attainment and progress are satisfactory. These arrangements are based on the principles advocated by the national strategy for the subject and enable teachers to track the progress made by their pupils appropriately. Most teachers set targets for each unit of work covered by pupils, along with weekly targets for learning. They remind pupils of these targets frequently and this helps pupils to be suitably aware of the progress they are making. The quality of teachers' marking is variable. The best examples are found in Year 6. These are very detailed, providing pupils with a very clear idea of the strengths of their work and what they need to do next to improve. Elsewhere in school whilst the marking of pupils' work is satisfactory overall there are examples of poor marking which do little to advance pupils' learning.
79. The use of information and communication technology to enhance pupils' learning is satisfactory. There are good examples of this aspect of pupils learning being used well to enhance their work in literacy and geography. For example, pupils in Year 6 have planned and developed very good multi media presentations of their work on mountains. However, in other parts of the school, opportunities to use information and communication technology to enhance pupils' learning are missed. Periods of time are regularly dedicated to the teaching of handwriting and the quality of this aspect of pupils' work is improving slowly. However, the quality of the handwriting of many pupils remains more variable when it is not the central focus to the work taking place. Opportunities to develop pupils' writing skills in other areas of the curriculum are satisfactory overall but this is an area for further development. There are good

examples of pupils' writing skills being enhanced in other areas of the curriculum but there are an equal number of missed opportunities which prevents pupils' learning from being stronger.

80. The leadership and management of the subject are satisfactory. The co-ordinator monitors the planning of her colleagues regularly. Staff also meet together to assess pieces of work and this is helping to develop a common view of standards. The headteacher and Local Education Authority advisers have carried out numerous lesson observations and provided formal and detailed feedback. These strategies have helped to improve teaching and learning. Plans are being developed for the co-ordinator to play a more active role in monitoring teaching, in a more regular scrutiny of pupils' work and in analysing test and assessment data to set areas for improvement and targets for different year groups to achieve. Resources to support pupils' learning are satisfactory. Provision of books in the library has recently been improved by the removal of dated and inappropriate texts.

MATHEMATICS

81. Inspection evidence shows that attainment at the end of Key Stage 1 is below national expectations. Attainment at the end of Key Stage 2 is judged to be in line with national expectations. These judgements show a significant improvement over the results of the National Curriculum tests. These results showed that attainment at the end of Year 2 was well below the national average and very low, in the bottom 5%, when compared to similar schools. Attainment at the end of Year 6 was well below the national average and well below attainment levels found in similar schools. However, in spite of the recent improvement, pupils' attainment is not as high as that reported at the last inspection in 1997, which showed attainment at Key Stage 1 to be above average, whilst attainment at Key Stage 2 was average. However, since the last inspection the school has experienced staffing absences and changes throughout all levels of seniority and during this period standards fell and pupils did not make satisfactory progress. However pupils' educational development is much better where teaching staff have been consistent and pupils have made much better progress. This has been most evident in Years 1, 4 and 6.
82. Since 2001 several factors have contributed to the good progress made in raising standards. They include the firm establishment of the National Numeracy Strategy and the school's focused attention to its development. Teaching has improved in lessons with a more stable staffing situation. There are improved subject management and monitoring systems. Effective procedures for gathering and using information to review curriculum progress, and to monitor the progress pupils' make are also now established. Teaching resources have also been improved. The school is aware and has identified, through its subject action plan, that there remains the need to further develop each of these aspects as it seeks to raise standards even higher.
83. These initiatives and improvements have led to all pupils, including those with special educational needs and those with English as a second language making satisfactory progress in their learning as they move through the school in Key Stage 2. Progress is often good within individual lessons when the quality of teaching is good. Progress at Key Stage 1 for all pupils is satisfactory overall but there are occasions when the older higher attaining pupils are not consistently provided with tasks that challenge them. This is not helped by an over reliance on worksheets rather than providing more open-ended, investigative tasks that would really extend pupils' thinking. Progress for the

younger pupils at this key stage is satisfactory and at times good when matched with good quality teaching.

84. In Key Stage 1, pupils can count on and back in 2s, 3s, 4s, and 5s but have some difficulty in recalling these times tables facts out of sequence, for instance 6×3 . They are familiar with numbers to 100 and add on in tens from say 32. Most pupils securely add and subtract a single digit to and from a two-digit number, although the higher attainers mentally add on two digits to a "near-ten" number such as $19 + 16$. However, pupils have not generally acquired a large enough memory bank of number facts to call upon, so that when solving mental problems, most have to apply various strategies and therefore arrive at answers slowly. Pupils apply the knowledge they have gathered sensibly and methodically. For instance they can work out the time of arrival following a thirty-five minute bus journey, both in digital and analogue time. They can solve money problems up to a pound, and can decide which measures are appropriate for various lengths or capacity. They can recognise and name a good number of flat and 2-D shapes stating how many sides and corners they contain. Pupils are gaining confidence at collating data but have greater difficulty in interpreting the data.
85. By the end of Key Stage 2, pupils are confident when handling all four processes of computation in mathematics. They arrive at answers constructively, calling and building upon the knowledge and skills they have previously acquired. For instance, Year 6 pupils were investigating patterns in a complicated number sequence to establish an algebraic formula. To do this they were using addition, subtraction and multiplication skills to solve the problem and at least two pupils considered that a conversion graph might be a useful alternative process. Mental arithmetic and instant recall of number facts are good. Pupils produce and interpret graphs using positive and negative numbers and they solve problems involving the use of perimeter and area. Most name at least three types of angles and triangles and draw and measure angles accurately. They understand the relationship between metric and imperial measures and comfortably convert one unit to another. Overall progress is satisfactory, but it is often good in some lessons. As a result, pupils' growing confidence is enabling them to attack and solve problems through a considered approach rather than a simple application of a known process. This has particularly benefited the higher attaining pupils, but there are still a significant minority of pupils who have more difficulty in applying their mathematical knowledge when solving problems or when tackling more open-ended mathematical investigations.
86. The majority of pupils have good attitudes to learning. The pupils really enjoy the mental tasks that are a feature of many lessons. When the pace is snappy the pupils respond with high levels of enthusiasm and enjoy it when the teachers set more challenging tasks. Behaviour within lessons is often good and many pupils show good levels of motivation, concentration and perseverance. Pupils are ready to take on pointers and guidance to help improve their work. Targets are set for pupils to achieve but not all pupils recognise the part that they have to play in achieving these targets. The school is examining ways in which to more actively involve pupils in setting their own targets and monitoring progress towards them. The marking of pupils' work does not always give enough guidance as to what pupils need to do to improve.
87. Teaching and learning are currently satisfactory with examples of good and very good teaching, particularly but not exclusively at Key Stage 2, observed during the week of inspection. Evidence indicates that this situation follows a period of less satisfactory teaching, mainly at Key Stage 1, due to staffing instability. Teachers who have been at the school for a longer period demonstrate the better teaching techniques, with examples of good teaching in Year 5 as well. Their subject knowledge and

understanding are good. Because they have high expectations of their pupils, they offer pupils a high level of challenging and exciting activities. Pupils benefit from the good relationships with their teachers, and respond well, by working hard, sustaining concentration and work in good collaboration with others. For example very good teaching was seen in a Year 3/4 class when the teacher used very effective means to enable pupils to understand the difference between translating and reflecting shapes. Well-matched tasks were provided for five groups of pupils of different attainment as well as supporting learning through a very appropriate computer program. In lessons like this, pupils enjoy their learning and make very good progress. Planning and teaching are most effective when learning objectives are clearly stated and work is carefully planned to meet the needs of pupils of different abilities. The introductory mental sessions in many lessons are generally brisk, leading to a good improvement in pupils' arithmetic skills. Explanations of new work to the whole class are generally clear. The time at the end of the lesson is generally used well to check what pupils have learned and this information is then used to guide and inform future planning. However, some of the teaching in Key Stage 1 is at too gentle a pace, and the challenge is not always high enough to address the needs of higher attainers. In these lessons, pupils are not sufficiently interested and their learning is not as effective as it could be. Numeracy skills are promoted in a satisfactory manner in other areas of the curriculum. Examples seen included the use of symmetry in art and design and the use of co-ordinates linked to geography in Year 5. Examples were observed of computers being used to link mathematics, English and geography in Year 6 but there are missed opportunities for computers to be used in a more meaningful and relevant manner within mathematics lessons

88. The subject leadership is satisfactory. An effective action plan has been established to guide the subject forward and whilst the subject leader has made good progress in achieving her targets, she is aware that there remains more to do. She has established procedures for the monitoring of teachers' planning and scrutinising pupils' work. These have enabled the subject leader to assess the link between teaching and pupils' achievements. Analysis of year group tests is providing useful information about pupils' strengths and weaknesses and enables action to be taken through the curriculum to improve any areas of under-achievement. The co-ordinator recognises that there is a need to refine this process further so as to have the maximum impact on helping to raise standards. Monitoring of teaching has started, but there is no provision established to share with others the good practice that already exists in school. Assessment procedures are good. Teachers track pupils' progress from year to year. However, information is not yet effectively used to identify how pupils may be best helped to achieve their next stage of development. Resources are appropriate having been improved both in quantity and quality and are easily accessible.

SCIENCE

89. By the end of Year 2, pupils' attainment on the basis of the end of Key Stage 1 teacher assessments in 2001 is at an average level. The results of the National Curriculum tests for pupils in Year 6 in 2001 show attainment to be in line with the national average and in line with attainment found in similar schools. Inspection findings show attainment at the end of Year 2 to be below average and above average at the end of Year 6. The percentage of pupils attaining beyond the level expected of 11-year-olds is the highest the school has achieved in recent years. The difference in attainment between Year 2 and Year 6 can be explained by the fact that staff instability and absences have had a greater impact at Key Stage 1 than in Key Stage 2. The difference between attainment in Year 2 between 2001 and 2002 can be explained by the differing ability of the groups

of pupils and generous teachers' assessments of pupils' attainment in 2001. The quality of teaching observed during the inspection was satisfactory overall with stronger elements at the beginning and end of Key Stage 2. In these classes pupils are currently making good progress as a result of the good quality of teaching. This is particularly the case for pupils in Year 6 where the progress is more rapid and contributes much to the above average standards and to how well pupils achieve. However, the progress made by pupils overall at Key Stage 2 and at Key Stage 1 is satisfactory, although on occasions there is not enough expected of some of the higher attaining pupils at the end of Key Stage 1. Pupils with special educational needs make similar progress to their classmates as do pupils for whom English is an additional language. Improvement since the last inspection has been satisfactory at Key Stage 2 but unsatisfactory at Key Stage 1 because of staffing instability.

90. Standards at the end of Year 2 are below average. Pupils' ability to carry out investigations is broadly satisfactory but pupils are not proficient at recording their findings in different formats. The majority of pupils make simple predictions and make observations about changes taking place and the higher attaining pupils know that when carrying out tests that conditions must be the same. Although pupils describe what happens in their scientific investigations their ability to explain why things happen as they do using an appropriate scientific vocabulary is unsatisfactory. Most pupils have a satisfactory understanding of the needs of living things but for the lower attaining pupils this level of understanding is quite basic. Pupils understand the difference between living and non-living things and classify living things according to basic characteristics. Pupils know that they should eat certain food to remain healthy and name the major body parts. Although many pupils have a secure knowledge and understanding of materials and recognise that materials change if they are heated or cooled, too few pupils understand the concept that for some materials changes cannot be reversed. Pupils only have a basic understanding of forces, how electrical circuits work or how sound travels. This is because coverage of this aspect of the subject appears patchy and not covered in sufficient depth.
91. Standards at the end of Year 6 are currently above average and this owes much to the good and at times very good quality of teaching for the pupils in Year 6. The teacher has put a great deal of effort into developing pupils' investigative skills alongside the development of pupils' scientific knowledge. Progress in this year group is at times very good. By the end of Year 6 pupils have a good knowledge of plants and their habitats. Pupils name the different parts of flowering plants. Many pupils are familiar with terms such as carbon dioxide and chlorophyll and confidently explain the process of photosynthesis. Pupils have a good ability and knowledge to name different organisms and know and explain terms such as producers, consumers and predators in relation to food chains. Pupils have a good knowledge of the process of evaporation and condensation and know terms such as soluble, solution and insoluble and know how to separate mixtures. Pupils are secure in their knowledge of gases, liquids and solids. Pupils know and label the respiratory and circulation systems and know precisely what happens when the body carries out rigorous exercise. Pupils' knowledge of forces, materials, light and sound is good with many pupils knowing which materials make the best insulators and which make the best conductors. The pupils use their scientific knowledge to good effect when carrying out investigations and experiments to help them make accurate predictions or in framing scientific hypotheses. The higher attaining pupils are becoming more adept at initiating and setting up their own investigations although there are occasions when pupils' scientific vocabulary is not as well developed as it could be. There are examples across the school where opportunities are provided for pupils to use their literacy and numeracy skills in science. This is at its best when pupils are asked to measure accurately, to estimate or to write

up their findings in different formats. However this good practice is not as consistent as it could be. The co-ordinator has already identified this together with the more consistent use of information and communication technology as areas for improvement in the subject.

92. Pupils clearly enjoy taking part in science lessons and are particularly interested and motivated when provided with opportunities to take part in investigative tasks. Pupils work well together and are always ready to help out a classmate who might be struggling. Throughout the school pupils handle resources with care and maturity and show a good awareness of health and safety issues. In most instances, pupils behave well and listen with good levels of attentiveness. There are however occasions when pupils are reluctant to take initiative for their own learning and rely too heavily on adult support and guidance. Opportunities are sometimes missed to develop pupils' independence further by the provision of tasks that require pupils to carry out more personal study and research. Most but not all pupils take pride in their work. The marking of pupils' work is variable. There are some excellent examples of marking where what pupils need to do to improve is clearly stated. In these instances pupils take on board the comments and there is an improvement in both the level of presentation and attainment. There are, however, examples of marking which are clearly unsatisfactory as marking merely consists of a tick or the comments are cursory and do little to enhance pupils' learning. The school has identified the need to improve the quality of marking and to more actively involve the pupils in setting targets for their own improvement. These are accurate areas for development and improvement.
93. Teaching is satisfactory in Key Stage 1 and Key Stage 2 with good features, mainly but not exclusively, at Key Stage 2. The quality of teaching for pupils in Year 6 is consistently good and at times very good. The changes in staffing over the last two years have meant that in some classes not all elements of the subject have been covered in sufficient depth and there has not been a consistent level of expectation in terms of presentational skills or in tapping into pupils' previous learning. This has had more of an impact at Key Stage 1 than at Key Stage 2. A strength of teaching at both key stages is that pupils are provided with opportunities to learn through investigative and practical activities. Teaching is most successful when teachers expect the pupils to use their scientific knowledge to make predictions or hypotheses or explain why things happen as they do. Effective teaching is also characterised by an expectation that pupils will find things out for themselves as young scientific investigators or for older pupils an expectation that they should work towards instigating their own experiments. In a very good lesson for pupils in year 6 where pupils had to explore the best conditions for growing maize the teacher's questioning was incisive and open ended and prompted pupils to think things through for themselves. The teacher modified the questioning to match the needs of the differing ability levels within the class and urged the pupils to constantly evaluate the most suitable conditions and to use an appropriate technical vocabulary. By the end of the lesson the pupils had made big strides in their scientific knowledge as well as improving their ability to carry out a fair and accurate test.
94. In many lessons lesson objectives are shared with the pupils and good use is made of re-cap at the start and end of lessons to assess what pupils already know or have learned. The best teaching evaluates lessons in an effective manner and the information is then used to guide and inform future lessons. Most lessons benefit from the secure subject knowledge of the teachers which means that topics are explained in such a way that easily advances pupils' own knowledge and understanding and enables any misconceptions to be dealt with in an effective manner. There are

occasions however when the teachers' subject knowledge is less secure and this restricts pupils' learning because there is not enough challenge and push for the higher attaining pupils. Pupils with special educational needs and pupils for whom English is an additional language, receive good levels of support. Help and guidance provided by support staff is of a good standard and adds much to the quality of pupils' learning. Management of pupils is satisfactory although on occasions not enough attention is paid to the need for pupils to listen carefully and attentively. As a result some pupils miss relevant and pertinent teaching points. Visits in the locality and wider afield that have a scientific focus bring an added dimension to the quality of pupils' learning.

95. Leadership and management of the subject are satisfactory. The subject is led by a knowledgeable and enthusiastic co-ordinator. The co-ordinator has monitored the quality of teaching and learning through the scrutiny of teachers' planning and the work of the pupils. Together with the headteacher the co-ordinator has started to play a more active role in analysing test and assessment data in order to identify areas for improvement. Plans are in hand for a more rigorous approach to monitoring through a more regular scrutiny of pupils' work and through classroom observations. Other areas for development include a closer analysis of the accuracy of teacher assessment at Key Stage 1, the setting up of a portfolio of moderated work to help guide teachers and pupils as to what is necessary to achieve at differing levels and to ensure that every opportunity is seized upon to enhance pupil' literacy and computer skills through science. These are appropriate areas for development and if rigorously implemented should have a positive impact on helping to raise standards further. Resources in science are good in terms of quantity and quality and add to pupils' learning experiences.

ART AND DESIGN

96. By the end of Years 2 and 6 standards are in line with those expected for pupils' ages. The majority of pupils, including those with special educational needs and those for whom English is an additional language achieve appropriately for their abilities and make satisfactory progress. However, standards are not as high as those found at the time of the last inspection. Consequently improvement since that time is unsatisfactory. This is mainly due to the frequent changes of teacher experienced by pupils in some parts of the school. There are many examples, throughout the school, of pupils' art and design work that exceed the standards expected. However, pupils have not consistently experienced sufficient learning opportunities across all elements of the subject for standards, overall, to exceed those expected.
97. By the end of Year 2 pupils have acquired satisfactory drawing skills and make accurate observational drawings. The pupils are provided with opportunities to experiment with colour and to use shades that they feel are appropriate for the purpose. Pupils recognise that by mixing paints or by using different pencils of different thickness they can produce different effects. Pupils in Year 1 use colour well in their paintings of rainbow fish and those in Year 2 use watercolours effectively to paint flowers. Pupils' knowledge of the work of famous artists is satisfactory. There is less evidence of pupils completing three-dimensional work using a variety of different materials.
98. By the end of Year 6 standards are at an expected level with some examples of good work observed for the older pupils in school. The oldest pupils use a range of vivid colours well in their posters explaining the school rules. They produce good posters about Christian virtues, linked to their work in religious education, and paint in styles inspired by Van Gogh. They have also used paint, collage and various textures well to

recreate the ambience of Van Gogh in their reproductions of his classic paintings 'Starry Night' and 'The Red Vineyard.' The work of some lower attaining pupils in this age group is developed less well, with some work in their sketchbooks being untidy and unfinished. During the inspection pupils attained standards that exceeded those expected for their age when producing work in the style of William Morris, in a variety of media. Pupils also produced work of good quality in the style of Egyptian art, using crayons and sandpaper. This is well linked to their study, in history, of Ancient Egypt. The weaker element of the subject is that as in Key Stage 1 there is less evidence of work of a three-dimensional nature.

99. Pupils have good attitudes to the subject, behave well in lessons and some put a good deal of effort into their work. Pupils are always ready to share resources and to help one another. Pupils show a readiness to listen to and take on board constructive criticisms to help improve their work. Most pupils take a pride in their work and are keen to discuss the processes and techniques that they used. These positive attitudes and the quality of behaviour all help to create an effective learning environment that impacts positively on the progress that pupils make.
100. Teaching and learning in the subject are satisfactory although examples of good teaching were observed at both key stages during the week of inspection. Teaching is at its best when pupils are directly taught specific techniques and skills which they then put to good use in their own creative efforts. Pupils are encouraged to paint in the style of famous artists, putting their own artistic interpretation on the work rather than simply copying the work of famous artists. In a successful lesson in Year 5 the teacher provided pupils with a very good range of materials and her very good subject knowledge enabled pupils to learn the skills they needed very well. This resulted in the finished work in the style of William Morris being of a good standard. The use of information and communication technology to enhance pupils' learning is satisfactory and teaching and learning in the subject make a positive contribution to pupils' cultural development. Throughout the school pupils use painting and drawing programs on the computer appropriately to express their artistic ideas and to modify and present their work. There is a need to ensure that the good quality of teaching that is clearly prevalent is extended to cover all elements of the subject.
101. The quality of leadership and management of the subject is unsatisfactory. There are not enough opportunities for the subject co-ordinator to monitor the quality of provision. Plans are in hand for this to happen when the subject is an identified priority on the school development plan. There is a scheme of work in place, but this is not consistently successful in ensuring that pupils have enough opportunities to develop their skills in art and design sufficiently across the full range of requirements for the subject. Arrangements to assess pupils' attainment and progress are satisfactory. During lessons teachers provide their pupils with helpful advice and guidance that helps pupils to improve the quality of their work. Teachers also assess the attainment and progress of pupils against the nationally recommended criteria correctly for the subject. Consequently teachers are able to compare the standards achieved with those expected for pupils at various stages of their learning. Resources to support teaching and learning in the subject are satisfactory.

DESIGN AND TECHNOLOGY

102. Standards at the end of both Year 2 and Year 6 are in line with those expected for pupils of this age nationally. The never less than satisfactory teaching together with the good attitudes and behaviour of pupils ensure that pupils of all abilities, including those

with special educational needs and those for whom English is an additional language, make satisfactory progress as they move through the school. Standards and provision have been maintained since the time of the last inspection.

103. By the end of Year 2 pupils have been provided with a satisfactory range of opportunities to design, make and evaluate a broad variety of products. Pupils design, make and evaluate cards and the finished products are of a satisfactory standard with an appropriate level of originality and creativity rather than all finished products being the same. Pupils show an appropriate awareness of the suitability of different materials for the purpose and pupils join the materials effectively using different methods. The pupils are however more secure in the making element of the curriculum and are not as confident in describing or explaining what they could do to improve their work. An appropriate emphasis is placed on mechanisms when for example the pupils were asked to design and make wind up mechanisms and structures. Pupils are provided with opportunities to work with food. Pupils handle a range of tools in a safe, sensible and mature manner.
104. In Key Stage 2, pupils continue to make satisfactory progress. Pupils are provided with opportunities to design and make moving monsters, shelters, money containers, and moving fairground rides. The teaching stresses the important link between the product and its intended use. This really sets the pupils thinking about which materials and fastenings will be the most appropriate. When building shelters pupils were asked to examine different strengthening techniques. The finished products are never less than of a satisfactory standard with the higher attainers producing work of a good standard. Pupils produce working models of fairground rides, some of which are of a good standard. Appropriate attention is paid to the designing, making and evaluating elements of the subject with pupils putting their scientific knowledge to good use in making a series of pulley systems to help the rides move in a smoother manner. The pupils take part in food technology activities which involve examining the texture, aroma, and taste from different types of biscuits. Through the food technology activities pupils gain a secure understanding of the different ingredients that are used to make biscuits and how these ingredients impact on the taste and texture. They also gain a good awareness of what factors help to create a healthy diet. Pupils work with a range of materials and are secure in their knowledge that different types of joints or fixings are needed for different tasks. Although pupils are always ready to talk about their work they do not have a particularly well-developed technical vocabulary and again the designing and making elements of the subject are more secure than the evaluating component.
105. Pupils have positive attitudes to the subject. The care taken in making models shows that pupils take a pride in their work and they are keen to discuss and show what successes they have achieved. Pupils enjoy taking part in practical activities and use tools with a good degree of maturity and with a good view to health and safety. Pupils work together well in small groups and show a willingness to help one another. They persevere well when events or finished products do not always turn out as well as intended. All these factors contribute to the quality of pupils' learning.
106. Teaching overall is satisfactory and all elements of the subject are being taught in sufficient depth. The school is following national guidance to ensure that all skills and knowledge are taught in a systematic manner. There are some gaps in pupils' knowledge and skills as a result of the fact that over time sufficient time may not have been allocated to the subject. Teaching is most effective when planning takes account of the need to directly teach specific skills to the pupils who are then provided with exciting and challenging activities where they can put these skills to the test. Evidence indicates that planning is of a good standard with teachers increasingly flagging up the

importance to the pupils of the designing and evaluating elements as well as the making element. There are some good examples of the subject being used to enhance pupils' literacy and computer skills but this good practice is not as consistent across the school as it could be, particularly for example where pupils could be asked to write a short critique of their finished product, what could be done to improve it or by writing a set of design instructions for a classmate to follow.

107. Leadership and management of the subject are unsatisfactory. The co-ordinator has only recently taken responsibility for the subject but too few procedures are in place for the co-ordinator to monitor the quality of teaching and learning across the school. This means that the co-ordinator has only a limited grasp of the quality of provision and the standards that pupils achieve, other than through observation of work on display around the school and through the limited scrutiny of teachers' planning. The school has already identified the need for the co-ordinator to play a more active role in monitoring standards, teaching and learning, in developing a portfolio of photographic evidence and further improving assessment procedures. Resources to support teaching and learning in the subject are satisfactory in terms of both quantity and quality.

GEOGRAPHY

108. Standards are in line with national expectations at the end of both key stages. This is a similar picture to that found at the time of the last inspection. Pupils' overall progress is satisfactory as they move through the school. Pupils with special educational needs and pupils with English as a second language also make satisfactory progress.
109. By the end of Key Stage 1, pupils have a satisfactory knowledge of the local area in which they live. They talk about how the traffic is very congested and how a new by-pass may improve the situation. They know that the River Lune will eventually flow into the sea and that local canals can be used as means of transport. Satisfactory use is made of local visits to help pupils become more aware of environmental issues and identify features that are linked to pollution. They describe how they would wish to see them improved. Pupils name the countries of the British Isles, but do not know enough about neighbouring towns. They draw plans of school, but whilst they explain their route to school from home they are not clear on how to draw it. Some higher attainers identify places, such as Australia, on a map. In general however, their skills and knowledge are at a satisfactory level.
110. By the end of Key Stage 2, pupils continue to develop their geographical skills, their knowledge and understanding satisfactorily. Pupils have a satisfactory understanding of how climatic and physical conditions affect different countries so that they are aware of the effects of hurricanes and volcanic eruptions. Pupils are developing a satisfactory awareness of environmental issues. For example in a Year3/4 class pupils made good progress as part of a topic based on water. Through good teaching and carrying out practical experiments they learned how water becomes polluted and of processes used to purify it into drinking water. They were also able to give a good, clear description of the water cycle and the journey of water to and from the tap. Year 6 pupils make good progress in topics they study and are encouraged to research independently using the Internet. As a result they talk knowledgeably about various ranges of mountains and name some of their highest peaks. For example they know that Everest is highest in the Himalayas and that Mount Albert is in the Rockies. Additionally they have learnt some geology from the Internet and talk in an appropriate manner about tectonic plates. Opportunities for pupils to structure their own questions

and conduct their own enquiries and investigations are more limited in some classes than others and this prevents learning from being stronger.

111. Pupils' attitudes towards geography are generally good. They listen attentively, ask relevant questions and are keen to learn. Pupils are generally enthusiastic about the subject and are keen to develop a wider knowledge and understanding of the world in which they live. Pupils behave well in lessons and show good levels of concentration. Many pupils are ready to take on board constructive comments to help them improve. There are some good examples of the marking of pupils' work, but there are occasions when teachers do not provide enough guidance to pupils as to what they need to do to improve and this prevents learning from being stronger. Some pupils show a reluctance to take more initiative for their own learning and do not carry out independent research unless prompted by the teacher.
112. The quality of teaching and learning is satisfactory. The good teaching is seen when lessons are well planned and prepared so that pupils are keen to learn and the tasks provided are both interesting and challenging. There is often a good balance struck between the promotion and development of geographical skills as well as the teaching of geographical knowledge. In a Year 2/3 class pupils made good progress, because the teacher ensured that pupils learning was well matched to the different attainment levels of the pupils enabling pupils to work independently or in collaboration with a partner to achieve success. In another class, progress was enhanced through provision for pupils to extend learning through homework. Unsatisfactory teaching was observed in a Year 1/2 class when the information provided was inappropriate for pupils at the extreme ends of attainment, so that the challenge was too difficult for some and too easy for others. Teachers have made good use of field studies both locally and further afield, but opportunities to do this are limited. This restricts the subject making an even greater impact on pupils' spiritual, moral, social and cultural development. The use of computers to support and enhance pupils' learning is satisfactory. Some good examples were observed of computers being used to enhance pupils' learning and for the subject to be used as a vehicle for expanding pupils' writing skills. It is this effective practice that needs to be disseminated across the school.
113. Subject leadership is unsatisfactory. The co-ordinator has only just taken on the role and shows a desire to further improve standards and provision in the subject. Strategies are not yet in place for monitoring teaching and learning through lesson observations and regular scrutiny of pupils' work in order to raise standards. The intention is for this to happen when the subject is an identified area of priority. The co-ordinator is aware of the need to provide further opportunities to develop and improve pupils' computer and literacy skills through the subject. Assessment procedures are satisfactory. Resources are unsatisfactory, as there is a need to increase the range of atlases and maps to have a greater impact on pupils' learning when they are locating different countries, landmarks or other geographical features.

HISTORY

114. Standards are in line with national expectations at the end of Year 2, but below national expectations by the end of Year 6 because not all elements of the subject have been taught in sufficient depth. Therefore standards have not been maintained since the last inspection at the end of Year 6 but are at a similar level at the end of Year 2. The recently appointed co-ordinator is taking steps to rectify this by drawing up a curriculum plan based on curriculum 2000 and indicating in which class each topic is to be covered and to take account of the mixed age classes. Although all pupils, including

those with special educational needs and those for whom English is an additional language, are currently making satisfactory progress. The progress over time for pupils at Key Stage 2 has been unsatisfactory because of insufficient coverage of the curriculum.

115. By the end of Year 2 pupils have a sound knowledge and understanding of chronology and how things change over time. Year 1 pupils satisfactorily compare houses over time and place pictures in the correct order, from thatched huts to modern skyscrapers. Year 2 pupils compare the life of their own family with those in Victorian times and some pupils have a good understanding of what times were like. For example a pupil wrote, "I keep having to clean more chimneys. It is dangerous work." They gain information from different sources, such as looking at photographs and artefacts and also through taking part in the Victorian day to celebrate the school's 150th Anniversary. Pupils are developing an early awareness of the fact that there are different sources of evidence that give us information about the past. The weaker element is that pupils are less secure in distinguishing between historical fact and opinion and not enough opportunities are provided for pupils to develop early skills of historical research and enquiry.
116. By the end of Year 6 pupils have a secure understanding of the civilisations in Ancient Greece and Egypt and know how important the Nile was to the well being of the Egyptians. They have a satisfactory knowledge of Tudor monarchs and describe the difficulties of being homeless in Tudor times. They extend their knowledge of the Victorians as they compile an accurately informed biography of the Queen. Pupils show a satisfactory knowledge of the life of the working class people in the Victorian era which shows when pupils write a letter of complaint to the factory owner about working conditions whilst others write about the problems of losing their job on the farm when a steam powered tractor is introduced. They know that steam power was invented during this period but do not know by whom. Pupils extract information from artefacts in a satisfactory manner and are beginning to use the Internet. However, the opportunities for pupils to conduct their own independent research and compile their own fact files are limited and this results in pupils' ability to develop as historical enquirers being unsatisfactory. Pupils' historical knowledge across a wider spectrum of eras of history is unsatisfactory because these eras have not been covered in sufficient depth. Pupils can name only two periods in British history and have only incidental knowledge of the history of their locality.
117. Pupils have satisfactory attitudes to the subject and describe aspects they have enjoyed, for example, pupils in Year 6 talk with pleasure about their study of the Egyptians. Work is generally well presented and pupils are keen to take on board constructive comments. However marking of pupils' work does not consistently provide such helpful comments. The behaviour of the majority of pupils in the lesson seen was generally good, though a small minority find it difficult to concentrate in groups when not directly supervised.
118. Teaching and learning are currently satisfactory overall throughout the school as all elements of the curriculum are now being taught in an appropriate manner and in sufficient depth to ensure that pupils acquire the necessary skills and knowledge at a satisfactory rate. Over time at Key Stage 2 this has not been the case. Effective use is now made of resources such as artefacts and photographs for pupils to extract information. This was seen in a lesson in Year 5 as pupils looked at Egyptian photographs and made good deductions about the way of life. Pupils also used their numeracy skills well to estimate the actual size of some of the objects. There are good links with literacy as pupils write their accounts or compose letters to show their

understanding of the times. More use is now being made of information and communication technology in lessons for pupils to research information, though this is at an early stage of development and is not yet having its maximum impact on improving the quality of pupils' learning. Learning is generally based on information provided by the teacher and too few opportunities for pupils to follow their own lines of enquiry are planned. Teaching and learning are enriched through trips to museums and places of interest, such as the Year 5 class visiting the Bolton Museum to study Egyptians.

119. The co-ordinator has only recently taken on the responsibility for the subject, and leadership over time in the subject has been unsatisfactory. The co-ordinator has already made good progress in devising a plan for ensuring that all elements of the subject are covered in sufficient depth, but it is too soon for this to have an impact on standards. There are no rigorous and regular procedures and initiatives in place to monitor standards, provision, teaching and learning. The school is aware of this weakness and is seeking to develop the role of the co-ordinator so that she can play a more dynamic role in improving standards and provision. Some teachers are assessing individual pieces of pupils' work though there is no co-ordinated, systematic approach to assessment. Resources are satisfactory for the needs of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. By the end of Years 2 and 6 standards are in line with those expected for pupils' ages. The progress made by pupils of all abilities including those with special educational needs and those for whom English is an additional language has been satisfactory over time. Pupils at Key Stage 2 are currently making good progress because of the good quality of teaching. At Key Stage 1 progress is better for the younger pupils. Some of the oldest pupils in this key stage do not make enough progress because they are provided with less opportunity to have regular access to computers. The school is aware of this and is already tackling the issue. Where the quality of teaching is good in Key Stage 1, pupils make good progress. Standards are rising rapidly throughout the school where the teaching is good. These teachers are making very good use of the school's computer suite to directly and systematically teach the pupils a range of skills across all elements of the subject and standards are similar to the standards identified at the last inspection. Overall improvement in the subject has been good since the time of the last inspection.
121. By the end of Year 2 most pupils know how to open and close programs and how to save their work on the computer. They also know how to find work they have previously saved. The use of computers to support and enhance pupils' learning in other subjects is satisfactory with some good examples. As part of their learning in English, pupils use computers to modify and improve their work, for example in writing poetry and stories. They also understand how the different fonts and art and drawing programs can be used to improve the presentation of their work. For example, they produced cards for 'Mothers Day' that involved scanning photographs to include in their cards. Pupils in Years 1 and 2 have also used computers appropriately to record and analyse data about themselves and their friends, printing their data in the form of graphs and charts. Higher attaining pupils help their classmates to improve their use of computers. They do this because of the good guidance and help they receive from teachers and from teaching assistants. The pupils have satisfactory knowledge and skills of control technology although their knowledge of how computers are used in the wider world is less secure.
122. Pupils in Year 6 attain standards that are in line with those expected for their ages. During the inspection pupils produced good multimedia 'PowerPoint' presentations of their projects about mountains, undertaken in geography. The finished work was of a good standard. This work also contributes well to their abilities in literacy as they modify the quality of their writing and their presentation to bring about significant improvements. Their teacher assesses their skills in this work very effectively, by making deliberate mistakes. Pupils quickly realise that mistakes have been made and confidently offer correct solutions to solve the problems. Pupils have a satisfactory understanding that the quality of the data is only as good as the quality of the data entry and are aware of some of the shortcomings involved in using such processes. Pupils use technical vocabulary in a satisfactory manner and clearly understand terms such as "fields" in the context of information and communication technology. Pupils' knowledge of control technology and sensors is satisfactory. However, there are not enough opportunities for these pupils to communicate and exchange information by using e-mail.
123. The pupils have positive attitudes to the subject and are always keen to work on the computers. They do so with good levels of concentration and perseverance when there are any problems with the computers or the software. Pupils are always ready to help one another and behaviour in lessons is often good. These positive attitudes and good

behaviour make an important contribution to the effective learning environment that is a feature of many lessons.

124. Teaching and learning are currently good at Key Stage 2 and satisfactory with some good practice at Key Stage 1. Teaching is at its best when the pupils are directly taught specific skills in a systematic manner and are then provided with opportunities to put these skills to good use in meaningful and relevant activities. They are successful in this because of the good guidance and help they receive from teachers and from teachers assistants. Most teachers make very good use of the computer suite and the interactive whiteboard to model the work that pupils are planning to undertake. The good use of this facility is ensuring many pupils are confident in the use of the interactive whiteboard. Teachers also create very good opportunities for higher attaining pupils to support their lower attaining classmates, by allowing them to work in partnership with each other. This proves to be very effective in extending pupils' understanding. Information and communication technology is used well in some subjects to enhance pupils' learning, for example, in English where pupils present some of their work well by using word processing programs. In Year 6, as part of their learning in physical education, pupils monitor the effect of exercise on their heart rates. They have published the outcomes of this activity in a good display in the school hall. However, in some other subjects teachers do not provide enough opportunities for pupils to enhance their learning by using the skills they have acquired in dedicated information and communication technology lessons. The teaching and provision in the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
125. The leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and has a good grasp of the areas for further improvement within the subject which include further improving teachers' knowledge and expertise and making more use of computers in supporting pupils' learning in other areas of the curriculum. However, there are insufficient opportunities for the co-ordinator to monitor the quality of teaching and learning in the subject. This is to be addressed in the near future, as is the continued development of procedures for assessing and tracking pupils' progress and attainment which are currently satisfactory but need further refining. Resources to support learning in the subject are good. Funding allocated for the provision of resources to enhance pupils' learning in the subject is used wisely. There is a very good computer suite, which was opened early in 2002. This is making a significant contribution to the rapidly improving standards, especially in Years 3 to 6. It is also providing good opportunities, along with access to laptop computers, for teachers to develop their skills and knowledge of the subject effectively. The subject co-ordinator provides training sessions for her colleagues. These also make a valuable contribution to the development of teachers' confidence in teaching the subject. Plans are in hand to use nationally provided funds for training to develop teachers' skills further during the autumn of 2002.

MUSIC

126. By the end of Year 2 and Year 6 pupils are achieving standards, which are broadly in line with national expectations. This maintains the standards identified in the last inspection. Some pupils benefit from violin and guitar lessons from peripatetic music teachers. This improves their own standards and their skills make a good contribution to class lessons. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Pupils are included well in all activities through good support in mixed ability groups.

127. By the end of Year 2 most pupils produce loud and soft notes on percussion instruments and clap to repeat a rhythm. Pupils recognise and sequence sounds by pitch. Pupils are developing the ability to make sensible suggestions for improving one another's compositions. They sing tunefully in assembly and listen to a good range of different music, including "Pacchebal's Canon" and "What a Wonderful World" sung by Louis Armstrong. They learn different ways of noting sounds, for example pupils in Year 1 relate pictures of raindrops to the sound of the pitter-patter of rain. Pupils have an opportunity to perform for an audience at Christmas, but opportunities to perform for others on a regular basis, for example, in class assemblies are more limited and this prevents pupils' learning in the performance element of the subject being stronger.
128. By the end of Year 6 pupils sing in a round and hold their part and some have contributed to a television programme, "My Favourite Hymn." They have a sound understanding of technical terms such as ostinato and identify and play a drone within a group, for example by repeating "Burn" in London's Burning. They also satisfactorily play tuned percussion instruments. Pupils co-operate well to compose a tune with different parts and gain an appropriate understanding of strict timing as they perform together and record their tunes graphically so they can repeat them to the class. They practise and evaluate their own work and try to improve. Pupils perform for one other in class lessons though opportunities to perform for a wider audience are generally limited to Christmas productions and end of year assemblies. However, regular class assemblies have been introduced recently and this will provide more regular opportunities for pupils to develop their performing skills. Pupils listen to a range of music in assemblies and as background or inspiration in lessons such as art, though few examples of music from other cultures are used. Pupils' knowledge and awareness of the work of famous composers are satisfactory.
129. Attitudes are good throughout the school. Pupils enjoy making music and co-operate well in groups to compose their own tunes. Music makes a sound contribution to pupils' spiritual, moral, social and cultural development. Social skills are developed well as pupils work together in class and also when practising for the Christmas productions. However, there are missed opportunities to develop an awareness of the music of other cultures.
130. Teaching and learning are satisfactory overall throughout the school, with examples of good teaching seen for Year 1 pupils taught alongside Reception and for pupils in Year 4 and Year 6, and their learning is therefore accelerated. A stronger feature of teaching is the good range of simple activities, which develops pupils' understanding of rhythm and composition. This was seen in Year 6 where the teacher picked up well on chants heard during the World Cup Competition to compose a simple ostinato using chime bars and xylophones. Those teachers with particular musical expertise use the expertise well to promote an understanding of correct vocabulary and to develop notation. This was seen in the Year 3/4 class when the teacher led children from recording their rhythms by writing doo-day doo to relating this to crotchets and quavers, helping pupils to read and repeat a simple rhythm. Good account is taken of the different abilities of the pupils, with more complex tasks set for the higher attaining pupils to provide suitable challenge. Singing is promoted through regular hymn practices, though there is little direct teaching in these sessions to improve pupils' performance. For example, when practising a new hymn there was no demonstration by the teacher to help pupils who were finding it difficult to match the words to the music. Direct teaching points and examples by the teacher would help to raise the quality of singing. Pupils have the opportunity to improve their singing by belonging to a choir.

131. The subject is well managed by a knowledgeable co-ordinator who is keen to raise standards. A scheme based on national guidelines has been introduced and this is helping to improve teachers' confidence and raise standards in pupils' musical composition. The co-ordinator monitors lesson plans and takes note of teachers' evaluations to provide help and support for colleagues. She is trialling assessment procedures in her own class prior to the introduction of agreed procedures for assessing and recording pupils' progress through the school, which are not at present at a satisfactory level. Resources are regularly updated and are sufficient to teach the curriculum.

PHYSICAL EDUCATION

132. Standards in physical education are in line with the national expectations at the end of Year 2 and Year 6. Standards have been maintained since the last inspection. Pupils of all abilities make satisfactory progress as they move through the school. Pupils with special educational needs and pupils with English as a second language also make satisfactory progress, particularly when they are supported in lessons by class assistants. Pupils in Key Stage 2 receive additional opportunities to extend their skills in the satisfactory provision of extra curricular activities. These include football, netball and athletics. Older pupils have the opportunity to play competitive games against other schools. Some aspects of games and athletics are not as well developed because pupils do not have appropriate facilities where they can run at speed. There is no playing field and the outside play area is both sloping and on the edge of a bank.
133. By the end of Key Stage 1, pupils move about the hall safely when running and working with a partner. They use the space well and try not to collide with others. In games they can throw a ball accurately against a limited wall space, with or without a bounce and the majority are able to catch it on its return. Pupils talk about the country dances they have learned and how they enjoy creating shapes to music or to the beat of a tambourine. In the lessons seen, pupils moved with appropriate co-ordination either individually in small groups or in pairs.
134. By the end of Year 6 pupils have appropriate skills in gymnastics, dance, games and swimming. They also develop skills in outdoor activities, such as orienteering when they visit a centre in the Ribble Valley. Swimming takes place at a local pool and by the time pupils leave school, almost all can swim a distance of at least 25 metres. In athletics pupils are able to "throw-in," a large ball from a standing position for distance of between 7 and 12 metres. They effectively perform standing jumps, sprinting techniques and demonstrate very nimble footwork as they slalom between a row of closely placed beanbags. Pupils understand the need for co-operation as they learn and practise the skills required for passing a baton in a relay race. Pupils' collaboration is good as they time and measure their performances for each other and seek to improve upon them. The development of more advanced skills is limited by the lack of a playing field and inappropriate hard surfaced play areas. Despite these factors pupils show good attitudes to physical education. They demonstrate good competitive edge whilst at the same time following the conventions of good sportsmanship. Pupils put a lot of effort into their physical activity and are keen to succeed. Behaviour in lessons is usually good and all of these factors make an important contribution to the quality of learning. Teaching and learning in the subject also contribute positively to pupils' personal and social development.

135. The quality of teaching is satisfactory. Some teachers have very good knowledge and understanding of the subject, such as in Y6 and in Y3/4 and they demonstrate good teaching. The lessons in these classes are well prepared and pupils not only know what is expected of them, but also co-operate well in striving to achieve in a range of activities that closely relate challenge, effort, performance and success. Through this, pupils are provided with a number of activities to perform, each of which are demanding and lead the pupils to their next stage of development. However, some teachers do not have the same subject knowledge and understanding as others. In these circumstances, they do not always choose activities that are best suited to the age of pupils in their classes. For example at the upper end of Key Stage 1, throwing skills were not as good at the end of the lesson as they might have been had the teacher been more knowledgeable about the best way to introduce and extend the stages of learning and performance. Teachers make the very best use of space within the very severe constraints of the outdoor play area by adopting tactics, without compromising safety, to get the best from their pupils.
136. Currently, subject leadership is unsatisfactory. There is no subject leader and the school is considering how this may be remedied. However there is a useful subject policy and an established scheme of work to guide teachers. Resources are satisfactory to support teachers in lessons but satisfactory procedures to assess and track pupils' progress are not yet in place.