

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119510

Headteacher: Mr Paul Heaton

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 22 – 25 April 2002

Inspection number: 207327

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Lynwood Road Blackburn Lancashire |
| Postcode: | BB2 6HQ |
| Telephone number: | 01254 54851 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Nicholas Kennedy |
| Date of previous inspection: | April 2000 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|---|--|--|
| Paul Nicholson Registered inspector 25406 | Mathematics Design and technology Physical education Special educational needs Equal opportunities | What sort of school is it? How high are standards? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve? |
| Ann Taylor Lay inspector 19743 | | How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Diane Atkinson Team inspector 12232 | Foundation Stage curriculum English History Music English as an additional language | How good are the curricular and other opportunities offered to pupils? |
| Philip Martin Team inspector 23262 | Science Art and design Geography Information and communication technology | How well are pupils taught? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart is a small voluntary aided Roman Catholic primary school situated to the west of Blackburn town centre. It serves the parishes of Sacred Heart, St Anne's and Good Shepherd, an area with a range of social backgrounds and housing that includes rented and owner-occupied homes. Currently, there are 174 pupils on roll (89 boys and 85 girls) aged from 4 to 11 years. The school is under-subscribed in some year groups. Twenty-two per cent of pupils are eligible for free school meals, which is similar to the national average. A fifth of the pupils come from ethnic minority groups and a similar proportion speaks English as an additional language, which is high. The school has identified 25 per cent of pupils as having special educational needs. This is similar to the national average. One pupil has a Statement of Special Educational Need. When children enter the reception year, their attainment varies widely, but overall it is typical for their age.

HOW GOOD THE SCHOOL IS

Sacred Heart provides a good quality of education for its pupils, including good teaching and effective leadership and management. Overall, pupils achieve above average standards, especially in literacy and numeracy, and have positive attitudes to learning. The school provides good value for money.

What the school does well

- Pupils achieve above average standards in English, mathematics and science.
- The overall quality of teaching is good.
- The school fosters positive attitudes in the pupils. Consequently pupils are very well behaved and their relationships with other pupils and staff are very good.
- The school is well led and managed.

What could be improved

- The leadership and management of the school could be further improved by having a clearer focus on school improvement and by continuing to develop the roles of the senior management team and the subject co-ordinators.
- The range of learning opportunities to enrich pupils' knowledge, skills and understanding in subjects other than English, mathematics and science.
- The use of information and communication technology (ICT) to support pupils' learning in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in April 2000. It has improved the planning and assessment procedures for the core subjects of English, mathematics and science. Consequently, the overall quality of teaching has improved and standards, particularly by Year 2, have been raised. The school has made some progress in improving the role of the senior management team and the subject co-ordinators, and in the planning and assessment of other subjects. These areas, however, remain key issues for the school and further development in them is required.

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 | A | A | A* |
| Mathematics | A | A | A* | A* |
| Science | A | A | A | A |

| Key | |
|--------------------|----|
| top 5% nationally | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The school sets challenging targets and performs very well in national tests. Over recent years, it has consistently achieved high standards in English, mathematics and science tests for 11-year-olds. In 2001, the results in mathematics were in the highest 5 per cent of schools nationally. These results compare very favourably with those from similar schools¹. The results have been improving at a rate above that of the national trend. The school's results in national tests for seven-year-olds have also been improving. In 2001, pupils in Year 2 achieved results well above the national average in reading, writing and mathematics tests.

Inspection evidence shows overall standards in the current Year 2 and Year 6 are above average. Pupils continue to make good progress but there are fewer higher-attaining pupils in these classes. However, most pupils aged 7 and 11 will reach at least the expected levels for their age in English, mathematics and science. The smaller proportion of higher-attaining pupils is on target to achieve an appropriately higher standard.

Pupils in Year 2 achieve average standards in art and design, history and information and communication technology. Their standards are above average in geography but below average in design and technology. By Year 6, standards are average in art and design, history and information and communication technology but below average in geography and design and technology. The pupils' weaknesses in some of these non-core subjects are because they are not progressively developing their skills and understanding to a sufficient depth. It was not possible to make a judgement on the standards in music and physical education during the inspection.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils enjoy school. They have positive attitudes to their learning and are enthusiastic about their work. |
| Behaviour, in and out of classrooms | Pupils are very well behaved in and around the school. They are polite and friendly. |
| Personal development and relationships | Pupils' personal development is very good. They show respect for each other and relationships within school are very good. |
| Attendance | The pupils' attendance rate is well above the national average. |

Pupils' positive attitudes, very good behaviour and their very good relationships are important strengths of the school.

¹ National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

The overall quality of teaching is good and pupils make good progress in their learning. This is an improvement since the last inspection. In the lessons observed during the inspection, teaching ranged from satisfactory to very good. Teaching was very good in a fifth of lessons, good in almost a half and satisfactory in the remaining third. Teaching and learning are particularly strong in the reception class and in Years 2 and 6.

The teaching in literacy and numeracy lessons is effective and results in pupils making good progress in these basic skills. Teachers have a caring approach and manage the pupils well. They plan their lessons well and ensure most activities meet the needs of pupils of different ability within their classes. Teachers do not make sufficient use of pupils' skills in information and communication technology to support their learning in other subjects. They do not always make effective use of marking to help pupils know what it is they are to learn next.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Overall, the school provides a satisfactory curriculum that meets statutory requirements. Teachers' planning is particularly effective in English, mathematics and science. Planning in other subjects requires further development. |
| Provision for pupils with special educational needs | The school makes good provision for these pupils. The teaching assistants make a positive contribution to the good progress made by these pupils. |
| Provision for pupils with English as an additional language | Teachers and teaching assistants provide good support for these pupils. Consequently, they make good progress in their understanding of English and in other lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Overall, the school makes good provision for pupils' personal development. Moral development is very good and spiritual and social development are good. However, the provision for pupils' cultural development is unsatisfactory. |
| How well the school cares for its pupils | The school is a caring and supportive community. There are satisfactory procedures for child protection, for ensuring pupils' welfare and for monitoring pupils' progress. |

In recent years, the school has focused on developing the curriculum for the core subjects. It has not developed the curriculum for other subjects and aspects, such as cultural development and health education, as effectively. The school recognises this weakness and is beginning to address it.

The school has good links with parents and they make a useful contribution to school life and pupils' learning.

The school successfully promotes the inclusion of all its pupils and there is very good racial harmony within the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides energetic and committed leadership. He has a clear vision of what type of school this should be. He is well supported by the staff, who are steadily developing their management roles. |
| How well the governors fulfil their responsibilities | The governors are very supportive and make a positive contribution to the leadership and management of the school. |
| The school's evaluation of its performance | The school satisfactorily evaluates its own performance and it has identified appropriate areas for future development. |
| The strategic use of resources | The school makes good use of its staff and resources. There are effective systems for financial planning and administration. Specific grants are used appropriately. The school satisfactorily applies the principles of best value. |

The school has sufficient suitably qualified teachers and well-trained support staff. The accommodation is satisfactory, though outdoor space is very limited. Overall, there are adequate resources for all subjects, except in music. The quality of accommodation is satisfactory. The school makes best possible use of the Victorian building to create a vibrant place for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-five parents completed questionnaires and 12 parents attended a meeting with inspectors.

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none">• The school is well led and managed and staff are approachable.• Teaching is good and expectations are high.• Children make good progress and the school helps them to become more mature.• Behaviour is good.• Children like school and the school works closely with parents. | <ul style="list-style-type: none">• The amount of information they receive on children's progress• Children's behaviour and the range of activities available at lunchtime. |

The inspection findings support the positive views of the parents. Inspectors found that there is a good range of opportunities for parents to discuss their children's progress. Annual written reports provide a satisfactory amount of information on children's progress. The school is aware of the difficulties that arise during lunchtime and is investigating ways of improving the situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the school's last inspection (April 2000), standards had risen since the previous full inspection in October 1998. In 2000, overall standards by the age of 7 years were average. Standards in writing, mathematics and science were average and in reading, they were slightly below average. These standards have continued to improve and overall standards by 7 years are now above average. The school has maintained the above average standards achieved by 11-year-olds in 2000, and recent test results have been very good. This continued improvement reflects the work the school has put into improving teaching and learning over recent years, especially in literacy and numeracy.
2. Attainment on entry to the reception class varies quite widely. Overall, it is similar to that expected for this age group. A small, but growing, number of children who speak English as an additional language are at an early stage of learning and using English, but for most, speaking and listening skills are well developed. Teachers' assessments made early in the autumn term of the reception class show that children have reasonable early reading skills and knowledge of the world around them as well as satisfactory creative and physical skills. Children's early writing and number skills are slightly weaker. Children make good progress during their reception year because of the consistently good teaching and very carefully planned activities. Most achieve the early learning goals in each of the nationally recognised six areas of learning² by the end of reception. Progress in some areas of children's physical development is limited by the lack of a suitable outdoor area. Overall, pupils are well prepared to begin the National Curriculum as they enter Year 1. Some will be working happily on the early stages of the National Curriculum in some aspects of language, mathematics, understanding of the world and personal development.
3. Over recent years, results in National Curriculum tests at the end of Year 2 have been improving. In 2001, the results in reading, writing and mathematics tests were well above the national average. Almost all pupils achieved Level 2, the expected standard for a typical seven-year-old in reading and writing, and all achieved it in mathematics. The proportion that went on to achieve the higher standard, Level 3, in each test was well above the national average. Nearly half of the pupils achieved the higher standard in reading and mathematics and a quarter in writing. These results compared very favourably with those of similar schools.
4. Inspection evidence indicates that standards in the current Year 2 are above average in the core subjects of English, mathematics and science. Almost all pupils are on target to achieve Level 2 in each of these subjects by the end of the year. Higher-attaining pupils will achieve Level 3, however, there are slightly fewer of these pupils in the current year group compared to the previous year. These standards represent good levels of personal achievement for the pupils. By the age of 7 years, standards in art and design, history and information and communication technology are average. Pupils make satisfactory progress in these subjects. Standards in geography are above average and progress is good. In design and technology, standards are slightly below average. It was not possible to make a judgement on pupils' standards in music and physical education.
5. Results in National Curriculum tests for pupils in Year 6 have, over recent years (1999-2001), been consistently high. Pupils have achieved standards well above the national

² Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; **and** personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

average in English, mathematics and science tests. In 2001, standards in mathematics were in the top 5 per cent nationally. In all three subjects, most pupils achieved the expected standard for a typical 11-year-old, Level 4, which was well above the national average. More than half the pupils went on to achieve the higher standard, Level 5, which was also well above the proportion normally found. These results compare very favourably with those from similar schools. The school's performance in these tests has been improving at a rate above that of the national trend.

6. Inspection evidence confirms that overall standards by the age of 11 are above average and pupils achieve good standards in literacy and numeracy. Standards in English, mathematics and science are above average. Pupils make good progress in these subjects because of their positive attitudes and the good quality teaching. Most pupils are on target to achieve, by the end of the year, the expected standard in each of these subjects. About a quarter are on target to achieve the higher standard. In other subjects, pupils achieve average standards in art and design, history and information and communication technology. Standards in geography and design and technology are below average because pupils have not sufficiently developed their skills in all aspects of these subjects. It was not possible during the inspection to make judgements on the standards in music and physical education.
7. Current standards in the core subjects of English, mathematics and science at 7 and 11 years are slightly below those achieved in national tests in 2001. This is due to there being fewer higher-attaining pupils in the current Years 2 and 6. However, their above average standards in these subjects represent good levels of personal achievement for the pupils. This is a direct result of the school's focus on improving the quality of teaching and learning in these subjects. Overall, pupils make good progress in these subjects as they move through the school. Progress varies, it is best in Years 2, 3 and 6 and satisfactory in the other years.
8. The school has set challenging targets in literacy and numeracy. Its focus on these core subjects was appropriate and an important step in raising standards. The teachers have been successful in this aim. However, as a consequence, the development of teaching and learning in the other non-core subjects, such as geography and design and technology, has been slower. This has resulted in pupils' knowledge, understanding and skills in some of these subjects being less than they should be. The school recognises this imbalance and intends to address it. In some lessons, for example, history in Year 2, there is an effective link between the subject and pupils' developing literacy skills. However, in the main, teachers make only limited use of pupils' literacy, numeracy and information and communication technology skills to support learning in other subjects.
9. The school is successful in ensuring the inclusion of all its pupils. There are no significant differences between the performance of girls and boys. Pupils with special educational needs make good progress in relation to their prior attainment. They receive good levels of support from class teachers and teaching assistants. Higher-attaining pupils make good progress in the core subjects of English, mathematics and science. Teachers' effective use of ability groups in literacy and numeracy lessons ensures they are well challenged in most classes. In other subjects higher-attaining pupils are not always fully challenged and there are too few opportunities for these pupils to develop independent learning strategies. Pupils who speak English as an additional language are well supported in lessons by teachers and support staff. Staff use careful explanations and ensure that these pupils are able to join fully in all activities. Consequently, these pupils make good progress in their acquisition of English and in other subjects.

Pupils' attitudes, values and personal development

10. Pupils are very well behaved and relationships are very positive. They have good attitudes towards school. These important school strengths are helping pupils to learn. There has been an improvement in pupils' behaviour, attitudes and relationships since the last inspection.
11. Pupils enjoy school and parents confirm this is the case. The school has focussed its attention on improving the quality of teaching, with a good degree of success. As a result, the quality of pupils' attitudes to learning has improved, because lessons are now more interesting and involve them in more enjoyable activities. These positive attitudes were typified in a World Religions lesson where pupils were finding out about the Passover and why this is a celebration of the exodus of Jews from Egypt. The teacher's high expectations made sure everyone understood what the words 'slave' and 'famine' meant. The way she refreshed the pupils' memories about an earlier visit to a Jewish museum, ensured they had good background knowledge. The careful use of a story tape with a corresponding 'big book'³, helped develop pupils' reading skills as they followed the story word by word and looked at the pictures. A discussion on each of the ten plagues really captivated their imagination and they went off to their desks full of enthusiasm for the follow up task, to write a newspaper report about what had happened. In this lesson, pupils were very well behaved, eager to contribute their views and concentrated fully on everything the teacher said.
12. Behaviour in lessons and around the school is very good. Pupils move around the school, up and down staircases in an orderly controlled way, being careful where they are going. Behaviour on the playground is more boisterous by some, because of the numbers of pupils having to share the space and the mixing of those wishing to play football with others wanting to play quieter games. (See paragraph 43)
13. Pupils are polite, welcoming, look after visitors and are keen to talk about their work. The school is a happy place to be because of the very good relationships that exist between all members of the school community. These very good relationships really help when pupils are asked to work together. In a sparkling numeracy lesson, they were asked to turn to their 'buddies' to share the answer (they were learning how to find a small difference between two numbers by counting on). Because they are willing to work with each other so pleasantly, this exercise worked very well by getting them to check the answer was correct before they put their hands up.
14. Older pupils spoke about the racial mix within the school and confirmed the harmony of which the headteacher is so proud. Pupils are secure in talking to staff if there is anything that is worrying them, in the knowledge that staff will listen to their concerns. They are happy that any incidents of bullying are taken seriously by staff and are dealt with to their satisfaction. There was one exclusion for poor behaviour last year.
15. Pupils are playing an increasing role in school life, largely through the school council formed at the start of the spring term. Although in its early days, with some councillors still getting to grips with their roles, their views are starting to influence the way the school is working. For instance, they have the approval in principle for girls to wear trousers, which was an early council request. They are relishing the opportunity to influence change and show that they have a range of sensible opinions. Their request to be able to obtain drinking water for themselves was received very positively. The suggestion box, when emptied during a school council meeting, was almost overflowing.

³ Big books are specially enlarged editions of factual and fictional works which, because of their size, enables a whole class to read from one book together.

16. Older pupils carry out their roles as prefects, house captains and library monitors in an exemplary manner and should share some credit for the for the orderly conduct and good habits of their younger peers. By the mature way they carry out responsibilities, they show they are capable of more tasks involving using their initiative and inquisitiveness in lessons. Currently, this kind of challenge is not widely provided.
17. Pupils' attendance is very good and well above the national average. It has remained stable since the previous inspection. There is no unauthorised absence as parents are good at letting the school know why their child is absent and the school is careful to pursue any one who forgets. Pupils are learning well and reaching good standards because of their very good attendance.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. This represents a good degree of improvement since the last inspection when teaching was sound. In the lessons observed during the inspection, teaching ranged from satisfactory to very good. Teaching was very good in a fifth of lessons, good in almost a half and satisfactory in the remaining third. This quality of teaching helps to ensure that pupils learn well.
19. Teaching in the reception class is at least good with some that is very good. The teacher ensures that Foundation Stage staff work well together and form an effective team. Her high quality planning is securely based on the nationally recognised areas of learning for young children. Effective guidance results in all adults being fully aware of what it is the children are to learn. The staff are very caring, so children feel happy and secure and very positive relationships develop. Consequently, children make good progress in their learning.
20. In Key Stages 1 and 2, teachers' plan activities that are relevant to the subject and based on knowledge of the pupils' needs. Lessons generally have clear objectives and these are shared with pupils in an easily understood form. This provides an effective focus for pupils' learning. The lessons are made relevant and purposeful. In the infants, teachers often use requests from 'Angus Bear' to involve the children. For example, as a stimulus for a science lesson, the Year 2 teacher read a letter from Angus in which he wanted to know how to grow plants for the snails being examined in literacy. This interested the children and encouraged them to participate fully, enhancing their learning. This relevance is also displayed in other years. The Year 3 teacher used a bicycle effectively when teaching that the parts of an organism have a particular job to do.
21. Teachers ask useful questions that involve all pupils and encourage them to formulate their ideas. However, in one lesson the teacher did not give pupils enough time to answer before moving on. In a literacy lesson, the teacher involved pupils in Year 1 well through effective questioning. She asked questions at an appropriate level for each pupil when discussing *Pirate Pete and the Monster*. Generally, teachers listen well, for example, to pupils' opinions in a history lesson about the Vikings, and respond to answers, motivating the pupils to do well. Teachers are mindful of the skills that pupils need to learn as well as the knowledge. This is a notable strength in science teaching when pupils learn through engaging in practical activities. Pupils in Year 4 began to understand friction when they planned an activity to find out how much force is necessary to move a trainer across a surface.
22. Relationships between teachers and pupils are very good. Teachers expect high standards of behaviour and are seldom disappointed. This means that lessons can proceed uninterruptedly at a good pace, covering the required ground and helping pupils to learn effectively.

23. Teachers in the main use resources and support staff well. They make effective use of resources such as postcards from different countries or a range of different types of plants to encourage all pupils to take part and to develop practical activities. These resources bring ideas to life and aid progress. However, in a science lesson, there were not enough forcemeters and the pupils did not have enough opportunities to try them out before moving on to the next phase of the lesson. Teaching assistants provide good support, and encourage and explain effectively to individuals and groups. They are important in helping pupils with special educational needs make good progress. In Year 6, the teaching assistant helped a pupil to make good progress in revising the names of plants when looking at information on the computer. Pupils who speak English as an additional language are also well supported by the teachers, a specialist teacher and teaching assistants. The highly practical nature of the approach to teaching and the care with which staff use language ensures that all English as an additional language speakers are constantly provided with a good model. They are given many opportunities to listen and speak. Consequently, these pupils make good progress.
24. The quality of marking is inconsistent. It is better in the infants than the juniors. There is a strong marking policy that recognises the value of this in helping to raise standards. However, marking in the juniors does not usually offer enough guidance to pupils about what they are doing well or what they need to do to improve in a particular theme.
25. The quality of teaching in literacy is good across the school. Infant teachers place an appropriate focus on teaching the sounds that letters and groups of letters make. This helps pupils with reading and spelling. They teach handwriting well with the result that most pupils by the time they are seven write in a clear, consistent and legible style. In both the infant and junior parts of the school, pupils are encouraged to listen. Teachers ask useful questions to find out how much pupils understand and to encourage pupils to organise their thoughts and speak clearly. Teachers demand a high level of neatness and care in pupils' work.
26. In mathematics, teachers use the suggestions of the National Numeracy Strategy well. Mathematics teaching is good and results in pupils making better than average progress. The mental mathematics session at the beginning of lessons helps pupils to practise skills and links well with the main part of the lesson. However, not enough links are made with other subjects for pupils to use their mathematical skills in a wide range of contexts. The recent development of the computer suite has had a positive impact on teaching and learning in information and communications technology. There are examples of the technology being used effectively to support learning, particularly in the infants. However, its use in this way is inconsistent and not yet systematic enough to have an impact.
27. The quality of teaching is good in English and mathematics. It is also good in science throughout the school and geography in the infants. It was not possible to make judgements on teaching in design and technology, music, physical education or geography in the juniors because not enough direct teaching was seen.

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

28. Overall, the quality of the curriculum is satisfactory. It meets the needs of all pupils and gives a very high priority to the core subjects of English, mathematics and science. The learning opportunities teachers plan for other subjects is developing more slowly. The school makes overall good provision for pupils' personal development. It is largely maintaining the high standards reported by the previous inspection in pupils' spiritual, moral, social and cultural development. The exception is in the diminished cultural and multicultural education, which is now unsatisfactory.

29. Since the last inspection, the school has made improvements to the curriculum. For example, it has moved to single-age group teaching and improved the provision for developing pupils' writing, the development of information and communication technology skills and the quality of learning in the Foundation Stage. These changes have been instrumental in raising standards in all three areas. However, the range of learning opportunities, particularly for the junior classes, is rather narrow. The school has adopted national guidelines to underpin work in all subjects other than English, mathematics and science. The school has not yet modified these guidelines to match its own specific needs and to ensure a suitable progression in the development of pupils' skills, knowledge and understanding. All statutory requirements are met, although a number of areas, for example personal, social and health education and drugs education, are insufficiently developed resulting in unsatisfactory learning.
30. The learning provision for children in the reception class, which is now part of the Foundation Stage⁴, is good. It follows national guidelines and provides a good balance across the established six areas of learning. It ensures children's progress towards the nationally recommended early learning goals, which lead naturally into the early stage of the National Curriculum. The principles of learning through first hand experience, investigation and play successfully underpin the teaching and learning. The high quality of planning includes lots of practical explorations, imaginative play and exciting games as well as interesting visits. There is clear guidance for everyone participating in activities, and this ensures that the focus and learning intentions are similar and shared. All the six areas of learning are thoroughly covered. Staff work hard to create realistic links between the areas so that children can explore an idea in many different contexts. Consequently, their understanding is greatly enhanced. Early in the year, much of the learning revolves around the imaginative role-play. Later in the year, for part of each day, children are increasingly involved in a modified form of the literacy and numeracy hours. However, the relaxed atmosphere always make provision for children to move briefly to activities of their own choice such as construction, painting or quiet activities. They are encouraged to enjoy learning and to take an increasing part in group activities. The Foundation Stage prepares children well for the next stage of their education.
31. In the infants and juniors, a high proportion of time is devoted to literacy and numeracy. The school makes good use of the national guidelines for teaching literacy and numeracy. Standards in English and mathematics have improved further and writing standards have improved considerably. The planning for these subjects is detailed, builds well on pupils' prior learning and shows how it will be applied in new contexts. The school has found the need to make additional provision to ensure opportunities for pupils to write at length and select subjects likely to appeal to boys, thus increasing their motivation. However, most of this writing comes from an extension of work undertaken in literacy hour rather than drawing from other subjects. Opportunities to develop the good quality speaking and listening skills underpin the effective learning in all subjects. Teachers often encourage pupils to read and search through a range of texts to gather information. This is most evident in history. In contrast, opportunities to use and apply mathematical understanding and apply computer skills, using spreadsheets for example, are not nearly so well developed.
32. In the infant classes, the work in all subjects is approached through a topic. Teachers help pupils' understanding by exploring connections and developing the skills relating to one subject in the context of another. In the juniors, each subject is taught independently. Although the 'paper' allocation of time to subjects other than literacy and numeracy is adequate, the weekly session for some subjects, such as geography, may well have a limiting effect on the depth of study and the teaching approaches used. The school has

⁴ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

adopted the national guidelines for these subjects, which provide a useful basic structure. However, the school has not identified a clear development of subject skills from year-to-year and the range and depth of subject content is not explicitly stated. Furthermore, teachers do not systematically plan links between subjects to provide pupils with useful opportunities in which to use and apply their knowledge. Thus, it is not possible to track where the newly acquired computer skills are applied or the multicultural dimension enhances another subject. The absence of such systematic planning is having a negative impact and goes some way to explain why standards in history and art are only satisfactory or unsatisfactory as in the case of design and technology and geography.

33. The school's provision for extra-curricular activities is good. The school works around the difficulties presented by the lack of outdoor facilities, manages a number of sports activities and benefits from a close collaboration with educational ventures at Ewood Park. These also include events such as music and drama. Besides chess and recorder clubs, the science club is a highly exciting experience for the infants. The school has a very well thought out approach to school visits, ensuring that wherever possible work in each subject is enriched and made more relevant by a visit or use of the local area. This has the added advantage of ensuring that all pupils enjoy these benefits. Sometimes the school joins with another locally, sharing the cost so that pupils can take part in experiences such as working with instrumentalists from the BBC Philharmonic Orchestra in a 'musical murder mystery'. Thus, visits and workshops go some way to compensating, for example, for limited music teaching in school.
34. The school sets a high priority on ensuring equality of access for all. It ensures there is good support for pupils with special educational needs through the effective provision of well-trained teaching assistants. Individual educational plans provide satisfactory guidance on the steps needed to help these pupils, though in some cases the targets are not specific enough in showing exactly what the pupil needs to learn. In classes, boys and girls and pupils with different cultural backgrounds work happily together. There is no evident difference between their achievements. The positive approaches to monitoring boys' achievement and targeting their needs has eliminated the measurable difference noted previously. There is good support for those pupils entering school who are at an early stage of acquiring English. The bilingual and trilingual support for those who speak English as an additional language, and the special provision made for a refugee child, ensure that they make good progress. Parents comment that the range of work and activities challenge pupils who are achieving well. The French class for these pupils in Year 6 is a good example. Inspection evidence suggests that the challenge is most apparent in English and mathematics. The school has worked hard at increasing the degree to which tasks are matched to different needs. This is particularly apparent in literacy and mathematics. In Year 6, booster classes for literacy and numeracy further enhance the quality of teaching and learning. The excellent teamwork between teachers and classroom assistants is in itself an excellent example of just how inclusive the school is.
35. There are good links between the school and the wider community, especially with the church, with the parish priest leading a weekly assembly. The school makes good use of the local area especially for local history. It also collaborates, for example, with a local residents' association for things like litter collection. Local individuals have been drawn into making a web site for the school, and even one for the school's teddy bear, Angus, who travels the world. The fire service had to rescue him when he was seen hanging outside the school hall window! The partner high school plays some part in supporting music and sport initiatives, whilst Sacred Heart joins with others in the neighbourhood in ventures such as the musical activities mentioned previously. The fortnightly visits by eight children from a special school are working well. The contacts with feeder nurseries and pre-school groups are developing positively. These help prepare staff and children for the start of the new school year.

36. The school promotes spiritual development effectively. The Christian ethos of the school and close relationship with the Church provide the anchor here. Prayers said by everyone in assemblies make a strong contribution and gestures made by pupils in blowing their prayers into the sky have unobtrusively combined elements of other faiths well. This illustrates the way the school encourages respect for different religious beliefs. They value the achievements of pupils very well, both in and out of school. The star assembly is a very positive occasion where pupils are congratulated for their achievements such as one for the youngest for 'trying when answering the register'. This includes praise for pupils who succeed in their hobbies, for example by winning medals for dancing and swimming. However, an appreciation of music and the joy of singing do not often make a strong contribution in assemblies.
37. The school fosters pupils' moral development very well and provision is very good. Parents are happy with the values the school promotes. Assemblies always contain strong moral messages. One assembly was from the headteacher and parish priest on the importance of building bridges, not walls. It was also conveyed in a play with pupils acting out 'Who wants to be a millionaire?' during an assembly to which parents were invited, staged to show why strong values are most important and always the correct answer. There is a whole school approach to encouraging and rewarding good behaviour. Teachers reinforce this by a clear code of conduct that concludes with the need for pupils to 'behave well and enjoy your time at school'. Younger pupils who are finding good behaviour a challenge use the 'thinking spot'. It gives them an opportunity for quiet contemplation, with the headteacher's guidance, on 'which wrong choice did I make?' and 'what do I need to do to go back to my friends?' Teachers make effective use of a system of 'yellow and red cards' to remind older pupils of the expected standard of behaviour. Teachers use literacy lessons well to discuss moral issues. Pupils in Year 3 have written their own fables with morals; for example, 'every cheat gets found out' involving a story of three foxes in a race.
38. Provision for pupils' social development is good. A number of national charities, Christian Aid being one, are invited into school to talk about their work. Through this, pupils are encouraged to raise money, to think of the needs of others and to appreciate all they have. Teachers offer a good range of responsibilities as pupils progress through the school. Prefects are encouraged to be good role models and to help ensure a civilised atmosphere in the corridors and on the stairs. It is the accepted way that the oldest help the youngest on the playground and that pupils treat each other with respect. This means there are very good relationships in the school and racial harmony, creating a positive atmosphere for learning. Aspects to deepen pupils' thinking about new social habits have been incorporated well into literacy lessons. Pupils in Year 6 have been encouraged to think about the social implications of using mobile phones, showing they have weighed up health implications versus the need to communicate. However, there are few opportunities for older pupils to be responsible for their own learning, for them to show initiative by finding out information and using it in their own ways, during lessons.
39. Pupils' cultural development is unsatisfactory and a key issue for the school to improve. Work in art makes a satisfactory contribution, for example, through the study of the work of Van Gogh. There are a good number of visits planned to enhance the curriculum, such as one for Years 3 and 4 to a local gallery to see sculptures and an artist working in clay. There has been valuable support from a local secondary school in hosting a day of music for the whole school. However, the contribution from music and geography in broadening pupils' cultural understanding is very limited.
40. Currently, multicultural education does not permeate all subjects and provision is unsatisfactory. Multicultural education is at an early and sensitive stage of development and the school has already recognised the need to move forward. Staff and governors are keen to better inform pupils of each other's cultures and to build bridges between all faiths. With this in mind, they have made a good start by broadening the curriculum for older pupils

to include World Faiths lessons. This means that different classes are currently studying Hinduism, Judaism, and Sikhism. The school has not extended this aspect to infant pupils yet but it is working to redress the balance by introducing a policy for this area and the use of loan materials. However, several opportunities for developing wider links associated with cultural rather than religious knowledge through subjects, and especially through music, art and geography, are being missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a caring environment, securely based upon firm Christian beliefs. The headteacher provides a strong role in caring for the needs of the individual pupil and he is well supported by staff. The school has a happy and purposeful atmosphere and parents and pupils recognise this.
42. Staff have worked hard to improve the standard of behaviour in the school since the previous inspection and this has been successfully achieved. The systems for encouraging and rewarding behaviour are very good. Expectations of behaviour are high and various systems in place for rewarding positive behaviour are working well. For example, house-points, names in the Golden Book, flowers on a tree and stars of the week (the tree and stars are stunningly displayed in the hall) all help to reward pupils who are behaving in the manner expected. For those who find this difficult at times, there are names on the board and yellow cards as warnings, leading to thinking time where pupils reflect over what they have done wrong and how they can put it right. Added to which, some pupils have their own personal behaviour targets such as 'not to shout out' or 'to get on with my work without distracting others'. All staff clearly and consistently follow the behaviour policy.
43. Somewhat in contrast to the very good standards of behaviour in the school, lunchtimes on the playground are noisy and boisterous occasions, when all the school is out together. Consequently, it is crowded and there are soft foam footballs flying from one side to the other. This means that balls can accidentally catch pupils if they are not careful. This is an issue pupils have raised through their council and one the school are fully aware of. They have plans to create quieter areas for pupils to play in with more things for them to do. Removing a flowerbed and replacing with a bench has proved a popular start. These plans are entirely appropriate in the interests of the welfare of those who do not always want to be part of a lively playtime.
44. The school's child protection procedures are satisfactory. The headteacher, as named person, is appropriately trained and shows high levels of concern for the welfare of pupils and their families. He is ably supported by an experienced governor for child protection. Together, they are working to refine and update the school policy. Whilst staff new to the school are clear about their responsibilities in terms of raising concerns, their induction procedures do not cover the school's systems in sufficient depth. Health and safety procedures are satisfactory. The school is aware of its responsibilities and the headteacher is awaiting training in conducting risk assessments. More support staff have recently been trained in first aid and the school gives due care and attention to day-to-day safety issues. A governors' committee appropriately oversees health and safety matters.
45. The school has recently adopted the local education authority's drugs education policy and staff have received some training from the drugs awareness adviser. However, drug education is not planned into the curriculum at present, as it should be. The school welcomes in a good number of visitors and offers opportunities to help pupils understand how to keep themselves safe in society. For instance, the Fire Brigade arrived during inspection week and prior to that, pupils had taken part in a 'Keeping Safe at Home and Play' quiz. What is missing is a planned personal, social and health education programme, appropriate to the needs of each year group, rather than the informal nature of lessons

currently provided. Introducing drug education and a planned personal, social and health education programme forms part of a key issue for the school to improve.

46. Attendance monitoring is thorough and the school has successfully reduced the amount of unauthorised absence to nil, by carefully following up those parents who do not provide a reason for their child's absence. The school is currently benefiting from a free trial of a service where parents are telephoned on the first day their child is absent from school. So far, this is working well although parents are generally very good at letting the school know why their child is absent.
47. Monitoring of pupils' personal development is satisfactory. There are appropriate comments made on annual reports showing how pupils have developed and matured over the year and staff know their pupils well. Each pupil has personal targets for numeracy and literacy, with an optional third target, which could be for behaviour, attitude or presentation. Most pupils know their targets and the practice of sharing them with parents is well established. However, the targets are not visible for all to see so that pupils are constantly reminded of them whilst they learn.
48. Overall, procedures for assessing pupils' progress are satisfactory. Procedures for assessing children's progress in reception are good and used effectively to plan work to meet the children's needs. There are sound procedures for finding out and recording pupils' achievement for both infants and juniors. In English and mathematics, teachers use a range of tests, including National Curriculum tests at the end of Year 2 and further optional tests of a similar nature in Years 3 to 6. The results of the different tests are used effectively in forecasting realistic achievement targets for 7 and 11-year-olds. Teachers also effectively use them to set individual targets for pupils' learning. The school uses tests suggested by the commercial scheme they follow in science. These give a satisfactory picture of pupils' performance in each topic, but are less useful in providing a general overview of what pupils have learned well and what they need to do to improve. The school is aware of this and is reviewing the situation. Teachers keep a useful record of skills and understanding achieved in information and communication technology. These records are intended to guide teachers' planning when similar skills are taught and practised in later lessons. Currently, there are no effective whole-school procedures for finding out and recording pupils' progress in the other subjects in a way that informs teachers what pupils know and can do. Consequently, they do not provide enough information for planning work. Some teachers record on their own planning how well pupils have done in some subjects. This is useful information for planning lessons, but the practice is inconsistent throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents recognise and appreciate the improvements over recent years in the standard of education provided and they are fully supportive of the schools' work. They value the friendly atmosphere and particularly, the warmth and welcome from the headteacher. The school's reputation in the area is growing and families from all different faiths are increasingly asking to send their children here. The school welcomes this and governors and staff are firm in their belief that the way forward involves working with all members of the community.
50. Replies to the Ofsted questionnaire, whilst low, and views of parents who attended the pre-inspection meeting, confirmed their pleasure with all aspects of the school. A very small number of parents do not feel they are well informed about their child's progress. The quality of this information is good overall. There are three parents' evenings over the year and parents are sent copies of half-termly targets for their child. Teachers welcome parents in and are always willing to answer any questions or concerns. Pupils' annual reports are satisfactory and provide an appropriate amount of information about progress in each

subject. Most indicate where improvements are needed as well as giving credit for work completed well. Sometimes, the language is not as 'parent friendly' as it could be.

51. There is a good deal of well presented information for parents, including regular chatty newsletters, a useful booklet for new parents and special meetings; for example, those to encourage parents help in preparing for the National Curriculum assessment tests. The headteacher and staff have established a good working partnership with many families, often originating from a concern about a pupil's work or behaviour. The school's approach is to support families as much as they can, or by directing them towards specialist sources of help, if need be. Older pupils told inspectors of the school's support given to their families in times of crisis. The school is outward looking in responding to parents' views. A 'Parents as Educators' course was set up with the local college as a direct result of views expressed in the annual survey of opinions.
52. Parents make a good contribution to school life. They are always being encouraged to help in class and a small dedicated group of parents do this. Parents who are governors are playing a strong role in the school's development. The now famous 'Angus Bear' web site and the school's own web site (both interesting and well presented) were constructed with the help of parents and friends from the parish. Both are motivational in encouraging parents and children to carry on learning at home.
53. The Parents and Friends of Sacred Heart is a busy group who are successful fundraisers. They are helping to pay for projects the school would otherwise be unable to afford. For instance, they paid for the very recent decoration of the west wing corridor and stairs. Their work is helping to improve the quality of education the school is providing. There is good support from parents for learning at home. They help pupils complete the good quality homework sent home most nights and sign the homework diary to confirm their involvement. Many parents listen to their children read and help them learn spellings and tables. Parental input is helping pupils reach high standards in English and mathematics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are good. The improvements noted at the time of the last inspection have been maintained. The governors, headteacher and staff have successfully brought about the changes necessary to ensure the school provides a good standard of education for its pupils. The school has successfully addressed the major weaknesses noted at a previous inspection (October 1998). The school recognises that further work is still required, particularly in the continued development of the management roles of the staff and in planning for further school improvement.
55. The school has clear and appropriate vision statement that highlights the school's position in developing the child into a 'whole person' within the academic and spiritual framework of a church school. Governors and staff have a shared commitment to providing a caring school environment in which all members of the local community are welcome. The school is making good strides towards achieving its aim of helping children reach their full potential within a friendly, Christian environment. Over recent years, it has significantly improved the standard of education it provides. These improvements are directly related to the energetic and committed leadership given by the headteacher. He has a clear vision and manages change effectively. Since his appointment in 1999, teaching has improved and standards have risen. Through his enthusiasm and good example, the headteacher has won the confidence of governors, staff, parents and pupils. The headteacher has introduced a sound programme for monitoring the work of the school.
56. The headteacher is well supported by an equally committed staff. They have worked hard at developing more effective planning and improving the quality of teaching and learning. The members of the senior management team meet regularly to discuss day-to-day issues

and longer-term developments. Their roles are, however, limited and further delegation of responsibilities would strengthen their impact on school improvement.

57. The roles of subject co-ordinators and their impact on improving standards has developed since the last inspection. In particular, the co-ordinators for English, mathematics and science, together with the headteacher, have ensured that teaching and learning in these core subjects has improved. The roles of the co-ordinators in other subjects have developed more slowly and it is recognised that they require continued development. The introduction of new curriculum guidelines, new assessment procedures and the monitoring of teachers' planning and pupils' progress are not fully in place for all subjects. The co-ordinator for special educational needs provides good leadership of this aspect. She is well supported by the governor responsible for this area. The co-ordinator provides good support to her colleagues and manages the system effectively. The co-ordinator has successfully updated procedures in light of the recently introduced Code of Practice⁵.
58. The governing body is very supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place, including a school prospectus and a special educational needs policy. The chair of governors ably carries out his various functions, including liaison with the headteacher. The governing body meets regularly and has an appropriate structure that includes committees for curriculum and finance. Governors carefully monitor spending. The governors have effectively used the large surplus from 2000-01 to increase the number of teachers so that all classes are single-aged. Through developing links with co-ordinators, monitoring test results and informal visits, governors have a good understanding of the school's strengths and weaknesses. However, they have yet to develop an effective system to fully develop their understanding of classroom practice.
59. The school has effectively introduced performance management, including the setting of targets for the headteacher. The school makes effective use of specific grants, including the standards fund and funding for special educational needs. The school development plan has correctly focused on the key issues from previous inspections. It has satisfactorily set targets to guide the school through a difficult time. In particular, it sets the core subject co-ordinators clear targets for developing their subjects. However, the plan has a large number of wide ranging targets, which are not clearly prioritised. A new development plan is now required to provide the school with clear whole-school focus on its new priorities for continued school improvement.
60. There are an appropriate number of suitably qualified teachers and well-trained support staff to meet the demands of the curriculum. There is a good range of experience and subject expertise amongst teachers, with a balance of newly qualified teachers and others who are very experienced and have been at the school some time. The school has invested heavily in training teachers and teaching assistants. This has paid dividends by raising the quality of teaching and improving pupils' learning. Teachers are well supported by qualified and skilled classroom teaching assistants who make a positive contribution to pupils' learning. The administrative staff are efficient and provide a warm welcome to the school. They contribute to the smooth running of the school.
61. The quality of accommodation is satisfactory. The school makes best possible use of the Victorian building to create a vibrant place for learning. The decoration is bright and the quality of display around the school is good. This is especially so in some classrooms where every available space is attractively adorned with children's work. The layout of the school means you cannot reach junior classrooms and the hall without climbing two sets of

⁵ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

steep stairs. This makes entry in a wheelchair virtually impossible, although ground floor classrooms have been made accessible. The main playground is small for the numbers using it at lunchtime and there is no quiet area for pupils to escape the hurly-burly of ball games. The school has plans to develop the yard to overcome this. The absence of a school playing field is a disadvantage in relation to providing for athletics and outdoor games. The school is sometimes able to borrow the use of a playing field, unfortunately quite a distance from the school. There is no separate outdoor play area for children in the Foundation Stage and very little storage space for their large equipment. This results in unsatisfactory progress in some aspects of children's physical development.

62. Learning resources are satisfactory overall. They are good in English where they are effectively supplemented by loans. There are adequate resources for numeracy, which are easily accessible. There are also a good number of well organised art resources. Music resources are unsatisfactory, as they do not match the requirements of the lessons. There is a satisfactory range of books in the reference library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further improve the quality of education provided and to further raise standards, the governors, headteacher and staff should now:

- (1) further develop the leadership and management of the school, by:
 - using the school development plan to provide a clearer focus in guiding whole-school priorities for school improvement; (paragraph 59)
 - continuing to develop the roles of the senior management team and subject co-ordinators; (paragraphs: 56-7, 88, 107)

- (2) providing a wider range of learning opportunities to enrich pupils' knowledge, skills and understanding in subjects other than English, maths and science, by:
 - developing subject planning so that there is a clear progression in the learning of skills and ensuring that all aspects of each subject are taught in sufficient depth; (paragraphs: 6, 32, 111-2, 124, 131)
 - developing a whole-school system for assessing pupils progress in the non-core subjects and using this information to guide teaching; (paragraphs: 48, 112, 116)
 - providing more opportunities for pupils' cultural development (including multicultural education) in all subjects; (paragraphs: 28, 39, 40, 106)
 - introducing a more effective programme of personal, health and social education, including drug awareness education; (paragraphs: 29, 45)

- (3) improving the use of information and communication technology to support pupils' learning in other subjects. (paragraphs: 8, 26, 88, 96, 102, 116, 128)

In addition to the key issues above, the following minor issues should be considered for inclusion in the school's action plan. They are indicated by the following paragraphs:

| Area for development | Paragraph/s |
|---|----------------------|
| Make more effective use of pupils' literacy and numeracy in other subjects to support their learning | 8, 26, 89, 102, 112 |
| Implement the school's marking policy so that teachers more consistently help pupils understand what they know and what they need to learn next | 24, 86, 96, 101, 120 |
| Investigate ways of improving the facilities for outdoor activities for reception children | 61, 71 |

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 | 26 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 8 | 16 | 12 | 0 | 0 | 0 |
| Percentage | 0 | 22 | 44 | 33 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 174 |
| Number of full-time pupils known to be eligible for free school meals | 38 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| 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 | 35 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 16 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| 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 | 13 | 16 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 13 |
| | Girls | 16 | 16 | 16 |
| | Total | 28 | 28 | 29 |
| Percentage of pupils at NC level 2 or above | School | 97 (82) | 97 (73) | 100 (91) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 13 | 13 |
| | Girls | 16 | 16 | 16 |
| | Total | 28 | 29 | 29 |
| Percentage of pupils at NC level 2 or above | School | 97 (73) | 100 (86) | 100 (68) |
| | 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 | 12 | 17 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 12 |
| | Girls | 16 | 16 | 17 |
| | Total | 27 | 27 | 29 |
| Percentage of pupils at NC level 4 or above | School | 93 (79) | 93 (74) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 11 | 10 |
| | Girls | 15 | 16 | 16 |
| | Total | 24 | 27 | 26 |
| Percentage of pupils at NC level 4 or above | School | 83 (84) | 93 (79) | 90 (95) |
| | 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 | 2 |
| Black – African heritage | 0 |
| Black – other | 1 |
| Indian | 15 |
| Pakistani | 19 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 136 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 8.6 |
| Number of pupils per qualified teacher | 20.2 |
| Average class size | 24.9 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 110 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 4 |
| Number of teachers appointed to the school during the last two years | 5.4 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|--|---------|
| Financial year | 2000-01 |
| | £ |
| Total income | 351,710 |
| Total expenditure | 334,310 |
| Expenditure per pupil | 1,827 |
| Balance brought forward from previous year | 23,855 |
| Balance carried forward to next year | 41,255 |

Results of the survey of parents and carers

Questionnaire return rate 20%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 174 |
| Number of questionnaires returned | 35 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 43 | 0 | 0 | 0 |
| My child is making good progress in school. | 63 | 37 | 0 | 0 | 0 |
| Behaviour in the school is good. | 69 | 23 | 6 | 0 | 3 |
| My child gets the right amount of work to do at home. | 43 | 51 | 6 | 0 | 0 |
| The teaching is good. | 74 | 23 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 57 | 31 | 11 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 77 | 23 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 86 | 14 | 0 | 0 | 0 |
| The school works closely with parents. | 57 | 40 | 3 | 0 | 0 |
| The school is well led and managed. | 89 | 11 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 77 | 23 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 37 | 54 | 0 | 3 | 6 |

Totals for each question may not equal 100 because of the rounding off of numbers.

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

64. Children's attainment on entry to the reception class varies quite widely. Many children start their school life with skills and understanding that are broadly similar to those expected for their age. A few are at an early stage of learning and using English. All children make good progress because of consistently good teaching and an extremely well thought out range of activities. The quality of teaching is at least good with some that is very good. The adults work very well together and relationships are very good. In this way, staff are excellent role models for the children. They establish a warm, caring and stress-free environment in which children build strong and very positive relationships.
65. By the start of Year 1, most children have achieved the early learning goals in all areas of learning, apart from some aspects of physical development. All the staff ensure children with special educational needs and those who speak English as an additional language are supported well and are able to join fully in all activities. They place great emphasis on the way they say words, which particularly helps those who are learning English or whose speech is less well developed.

Personal, social and emotional development

66. Teaching is good in this area as staff carefully plan activities to promote children's personal, social and emotional development. By the end of reception, children achieve, and many pass, the early learning goals for this area. Children quickly learn to listen carefully at carpet time, watch and respond appropriately to the teacher or other children. There are times for them to make their own choice of activity and it is clear that they do this sensibly, persevere with the chosen task, share resources and often collaborate in their play. They often work together at the computer and are quite independent in printing off their efforts. They handle resources carefully, understand the need to tidy away and quickly respond to the set routines. Although an English reception class was strange to some, they have adapted quickly and now show a growing confidence and self esteem. The fortnightly visit of children from a local special school is of enormous value in helping them understand and appreciate the needs of others. The overwhelming impression in the reception class is of children, who are eager to take part and learn, willing to try new experiences and delight in their accomplishments. The quality of every aspect of their play and endeavour is enhanced by the very high quality of the language that adults use, questioning effectively and extending children's suggestions. They observe, watch and listen carefully and therefore spot where individuals have trouble or are insufficiently challenged. This information is shared with the team and influences the future planning.

Communication, language and literacy

67. Children achieve the early learning goals for this area because of good teaching. Staff use information from the assessments early in the year to identify children's weaknesses and plan suitable activities to help them. The adults carefully organise activities to foster speaking and listening as well as to promote the development of reading and writing skills. Writing is developing well. Carpet time is always an opportunity for children to share their ideas and join together to help each other learn. The teacher not only shares and celebrates an individual's efforts but also uses this most effectively as a starting point for extending everyone's understanding. Thus one child's sentence about a horse seen on a farm visit was the focus for thinking about the order of words, having a go at spelling and using the words displayed around the classroom. All children are happy to offer comments and suggestions and see it as a great honour to be chosen to write on the white board. Children remind each other of important things to remember such as leaving a finger space between words. When they write, the higher-attaining children assemble their ideas quickly and usually use their knowledge of sounds confidently to spell new words. The writing table

and role-play areas are popular. Writing plays a major part in their play. There is a strong focus on developing good strategies, which children then use automatically. As a result, when sharing a book, children use their knowledge of the story, the pictures and their increasing understanding of sounds in order to work out and read unknown words. They love books, know about authors and the title and want to share their pleasure with others. The teacher's expectations are realistic and tasks are carefully tailored to help individuals improve. Children particularly enjoy it when the teacher makes a deliberate mistake and they can correct her. They have good pencil control. The teacher is aware that many children form letters incorrectly and she is working systematically to correct this without destroying their enthusiasm for writing.

Mathematical development

68. The teaching is good and therefore children see all aspects of mathematics as fun. They enjoy the carpet time when they love to line up to be counted, or hide pretending to be numbers in the 'other children's heads'. The teacher has devised a number of imaginative strategies that help children use numbers. She has assembled attractive home-made resources and children use these very effectively to count and find the correct numeral with which to label their collection. In this way, children tackle number problems quickly and use suitable language to discuss, predict and confirm their ideas. Thus children count accurately, recognise numbers and have the opportunity to write them. The pace does not flag nor does the focus move from the intended mathematical content. Every opportunity is taken to use and apply mathematical knowledge. For example, at register time children are counted, the ones away noted and the resulting difference discussed. Many of the children are secure with numbers up to 20 and some go further. They explore patterns and experience a wealth of mathematical language relating to shape, size and position. This oral and group work approach leads naturally into the structure of the numeracy hour. The adults are as involved as the children. The original difficulties in the understanding of number that early assessment showed have been suitably addressed and children achieve the appropriate early learning goals for this area.

Knowledge and understanding of the world

69. The children's range of experiences before starting in reception is quite varied. The teaching is good, sensitive to this difference yet using the range of experiences to extend the understanding of all. The planning for this area of learning is extremely detailed and over time the children develop a sound understanding of many things, including how they, themselves, change. They are helped to understand and appreciate different aspects of their environment. Walks and visits such as that to the local park are particularly well used. Much of the emphasis is on children exploring real things, asking questions, putting forward possible answers and observing carefully in order to extend understanding. Staff use good quality resources, for example, when thinking about plants children are provided with a wide range of good quality flowers to examine and discuss. Visits, such as that to the farm, often become a major resource for further work. The adults are conscientious about taking a range of photographs. These are a fruitful resource for helping children to recall, reflect and discuss earlier experiences which are a tremendously motivating factor for a wide range of work. The adults encourage children to reflect and record their feelings, memories and responses to previous events in many ways, such as through painting.

70. Children work purposefully on the computer and currently are creating and printing imaginative graphics. They already demonstrate a command of the mouse, an understanding of the colour menu and knowledge of how to print independently. The farm visit and animals in general, generated the stimulus for model making. Working in groups, children were encouraged to think seriously about the shape of animals that they had seen. The horse was a popular choice. They discussed its features - legs and tail - and, for example, how they might draw these if they were going to make a model. They were beginning the design process. The adult explaining what she had done and talking through the task was crucial to ensuring their understanding. They were encouraged to look at a

range of materials and think which would be best for the design they would make. Later the skills of cutting and joining were systematically developed. Children concentrated intensely working with deliberation and perseverance to achieve a realistic body and legs. All this is a valuable preparation to their work on the National Curriculum.

Physical development

71. The teaching makes the best of rather limited facilities. There is no outdoor play area for children to explore ways of using space, or for climbing and crawling over a range of challenging material. There is no provision for climbing or using wheeled toys. The slope and lack of storage space make this outdoor provision unsatisfactory. During the rather restricted times in the school hall, children understand about finding and moving in their own space. A number find it hard to listen to the music and think about how an animal might move. Making movements appropriate to the music is hard for some. The limited access to a large space means that there are too few opportunities to build systematically on children's understanding. Children, therefore, do not achieve all of the early learning goals for this area.
72. In contrast where adults have been able to address skills on a daily basis progress and achievement is far more evident. Children demonstrate good fine-motor control and a willingness to persevere and use tools carefully and appropriately. They are able to cut masking tape, shape paper and generally manage scissors efficiently. They manipulate pencils, paintbrushes, foam shapes and numbers for printing with considerable dexterity. For some this is a measure of very good progress as it was unfamiliar territory when they began their reception year. The staff provide many situations in which manual dexterity is extended.

Creative development

73. Teaching is good. Imaginative use is made of quite limited space. This ensures that children have constant access to musical instruments, easels, paint and role-play areas. When children chose the paint area they were thoughtful and deliberate in selecting foam numbers, demonstrating an understanding and familiarity with how to apply paint and achieved a good effect as they printed. Displays of their work show their experiments with rollers, thick and thin brushes and their response to a range of stimuli. Progress over time is clear from the care in the use of paint and the increasingly realistic drawing. Whenever possible the teacher ensures that there is an adult or student to share the experience with them providing them with an opportunity to talk about their intentions and feelings.
74. It is clear from the detailed planning that the teacher ensures that working with the range of percussion instruments means opportunities to explore and experiment using their own imagination as well as learning how to handle them appropriately. They have been developing an understanding of pulse in music. Role-play areas, the writing table, brick play and the sand and water all provide frequent opportunities for children to use their imagination. They are able to use language to negotiate with each other about how and what they will do. Children revisit and play through experiences from home and school. Wherever possible sensitive adult intervention helps make the activity more challenging, thus extending children's satisfaction and the quality of learning.

ENGLISH

75. Standards are above the national average at the ages of 7 and 11 years. This is not quite as high as in the 2001 national tests but reflects the composition of rather different groups of pupils in both years. The current standards are an improvement on those at the time of the last inspection. The slight weakness noted in spelling and handwriting in the lower junior classes is no longer a factor in Year 3. However, there is still some inconsistency in the quality of pupils' work across classes and in the effectiveness of teachers' marking.
76. The impact of the National Literacy Strategy is a positive factor in raising standards and helps pupils make good progress in their learning. Pupils with special educational needs and those who speak English as an additional language make similarly good progress because of early intervention, the effective use of teaching assistants and the support of assistants who speak other languages. There are no underachieving groups and high-attaining pupils are suitably challenged.
77. By the ages of 7 and 11, pupils achieve above expectations in speaking and listening. Most pupils at 7 years speak fluently. They use well-formed sentences and enjoy using a wide range of vocabulary. They are well used to taking part in thoughtful discussion both in the literacy hour and in all other lessons. For example, higher-attaining pupils worked together to discuss information about snails. They responded to the teacher's question with a clear yet complex sentence, which combined ideas from two parts of the text.
78. By the age of 11, pupils listen attentively and critically. In a literacy lesson, pupils in Year 6 were analysing the structure of explanatory texts. Both as a class and when working in pairs, they tried to tease out the organisational and grammatical features that typifies this type of writing. They build on each other's suggestions and demonstrated a confident and accurate use of technical vocabulary such as 'tense', 'passive voice' and 'causal connectives'. In all classes, staff ensure that those who are more hesitant or have more difficulty in assembling their ideas are encouraged. Teachers respond positively to pupils' answers. Discussions include topics that involve analysing feelings, the response of a character in a book and the organisation of points for and against when presenting an argument. In the weekly star assembly, the school encourages pupils to speak in front of the whole school. They are sufficiently confident to speak clearly and project their voices to the back of the hall.
79. Progress is good in speaking and listening in both the infants and juniors for all pupils including those with special educational needs and those who speak English as an additional language. The latter are mostly in the younger classes. In Year 1, pupils listen intently and eagerly share their ideas with the class. However, this particular class has pupils who are currently benefiting from speech therapy and several others in the very early stages of learning English. The latter group benefits from a brief time on their own with the assistant who speaks several languages during her two visits a week. Most of the time she supports them in class, eager that they participate fully in the class discussions. With such a mixed group, and two or three languages being spoken at once, the teacher has to work extremely hard to ensure that all keep focused and that pace is maintained. It is clear that all are making steady progress from their differing starting points.
80. Reading standards are above expectations at the ages of 7 and 11. By the age of 7 years, higher-attaining pupils are independent, fluent and confident readers of both fiction and non-fiction. A considerable number of pupils in Year 2 had no hesitation at all in making full use of the index and context pages in order to find information. They were quick to identify the key word in a question, use it to focus their search and demonstrate how to scan for this word. The remainder of the class used a range of phonic skills, the context and illustrations when tackling unfamiliar words. They talk with enthusiasm about their enjoyment of books.

81. Pupils in Year 6 are comfortable reading a range of different types of texts. They clearly enjoy participating in detailed analysis. Pupils have sound strategies for seeking out information and they talk with pleasure of using books to research history topics. An effective use of a wide range of 'big books' has enabled the teacher to work systematically at teaching effective strategies for making sense of a text using the extended context, predicting and hypothesising. This has all had a positive impact on standards. Pupils in Year 6 have favourite books and authors, they have books at home, visit the public library and regularly borrow from the school library. The higher and middle groups read fluently, though at times they ignore phrases that they do not immediately understand but quickly read on to sustain the story line. Lower-attaining pupils also draw effectively on their understanding of a range of strategies when tackling a new text.
82. Progress in reading is good as shared reading is carefully planned, strategies are systematically taught and used in parallel with developing pupils' response to and understanding of story, character and text organisation. Staff throughout the school use 'big books' and good quality group readers with skill. However, in some classes, pupils are not sufficiently encouraged to move beyond these good, but relatively short texts and explore the wealth of novels and books relating to personal interests. For example, a representative sample of pupils in Year 5 could not readily talk about favourite authors and longer books that had made an impact on them, yet read their shared reading texts fluently. Pupils in Year 6 explained that there are regular opportunities for all classes to borrow books from the library.
83. Pupils' attainment in writing by the ages of 7 and 11 is above national expectations. The school has worked particularly hard to lift the quality of boys' writing and has succeeded. Work on story structure, the characters, the setting, the problem and the solution are explored in Year 2 resulting in lengthy, well-structured pieces of work. Higher-attaining pupils handle expressions relating to time with skill in their chronological history writing. Pupils benefit from working as a class with the teacher as scribe, where drafting and then editing become the regular pattern. Pupils then apply this approach to their work. The difference between the original draft and the final version is evident and pupils happily explain why and how it is better. During Year 2, the accuracy of spelling and punctuation develops rapidly but this does not inhibit the range of expression or vocabulary selected. Handwriting improves steadily overall throughout the year, though at times it becomes less controlled when pupils are becoming more adventurous with the subject matter and want to write at much greater length or speed. By the end of Year 2, most are using joined writing, which is neat and easy to read.
84. By the age of 11, most pupils are writing confidently, demonstrating their understanding of style matched to purpose. The teaching technique, which looks very carefully at texts, provides a good foundation. The work of higher-attaining pupils shows a good understanding of structure, the use of varied and complex sentence patterns, a rich vocabulary and original turn of phrase. For example, in one piece of writing about a dragon a pupil had written, 'The spikes were like pyramids, thousands of years old'. Pupils correctly use punctuation. For example, a fable with a moral started, 'Before he could think, he replied, ".....".' The middle ability group produces sound work that likewise reveals the impact of a range of texts as a model. Those who need most help gain from this systematic teaching, which provides structure and strategies for improving standards. The literacy hour and additional periods for longer pieces of writing work in tandem, providing a range of writing contexts. However, there are too few opportunities to write extended stories, biographies or explanatory texts arising from, for example, history or art. Teachers do not provide pupils with opportunities to work at a writing project over a number of weeks.
85. Progress in writing is good. The initial class teaching element of the literacy lesson makes very good use of texts and the sentence work develops from this. With the youngest pupils, the teacher might collect a few ideas from the class and then say, 'How shall we write this?'

She then, with different individuals and herself writing, models word order, how to think about spelling and punctuation as well as adding simple reminders about handwriting. As the complexity of writing, organisation and style develop, a consistent approach is used systematically across the school. Teachers carefully select texts and at times use an imaginative approach. For example, the first draft of a letter written by a pupil in Year 3 was projected on onto the white board and annotated as a shared task. It provided a very good vehicle for class reflection and redrafting. This shared approach is a key factor in improving the quality of writing, providing clear direction for all pupils and raising the expectations of all.

86. Spelling and handwriting are also key factors affecting progress. There is a coherent approach to teaching spelling that is implemented consistently in the majority of classes. Infants use their phonic understanding effectively and therefore they attempt unfamiliar words confidently. Pupils check words when working on the second draft and in most classes, this works well. Pupils in Year 3 used dictionaries quickly and efficiently. Time is set aside weekly for pupils to practise handwriting. Most pupils write clearly with a well-formed style. The quality of marking closely reflects the degree and rate of progress. When it is done well, all the separate elements involved in a writing task are considered and commented on as and when it is appropriate. Of particular importance are the comments that draw pupils' attention to specific elements that are good as well as suggestions on what and how to improve next time. This aspect of marking is far more variable. The pace of progress in all aspects of writing slows in the middle juniors and then picks up again in the final year.
87. Overall, the quality of teaching is good and often very good. Staff have continued to improve and refine their own knowledge of the elements of English and they are effective in choosing methods and materials which help pupils make at least steady progress. Relationships between all parties in the classes are good. Teachers manage pupils well and so pupils enjoy English and are highly motivated. Staff planning is for the most part extremely detailed and clearly identifies the learning to be achieved by the different groups. Tasks are well matched to individual needs. In the best lessons, pupils work fast and accurately with an unspoken assumption that spelling and handwriting will be of a reasonable standard. Discussion is focused on the knowledge and skills to be learned. These are reviewed and evaluated in succinct plenary sessions. The shared text, sentence and word work complement each other and so pupils see how the parts fit together in their own work. Teachers plan very precisely for the teaching assistants and other class support so that they, too, have a clear focus and key points to develop. Consequently, they evaluate how well individual pupils have understood and applied their knowledge, which identifies focus points for the next day's session. All groups benefit from this well thought out support. The best teaching is consistent over the whole year and is epitomised by regular and supportive marking. In contrast teaching that is only satisfactory is more inconsistent and the drive forward on all the above aspects is not maintained.
88. The co-ordinator is very knowledgeable and provides good support and guidance. However, her effectiveness in monitoring teaching and learning is limited. The co-ordinator makes extremely good use of the many 'big books' and sets of shared reading books available on loan. However, few books reflect the cultural diversity of modern Britain. Currently this aspect is underdeveloped across the English curriculum. Teachers have not identified sufficient opportunities in other subjects where extended writing for a range of different purposes might be fruitfully developed. Likewise, the use of information and communication technology requires more rigorous planning. Although there are occasions when pupils use computers in English, this resource is still significantly under-used. Individual class computers were seldom used during group work in the course of the inspection.

MATHEMATICS

89. At the time of the last inspection, standards in mathematics were rising at a steady rate. Standards were average by the age of 7 and above average by 11 years. The school has maintained this steady rate of improvement and standards are now above average at both 7 and 11 years. The improvement in standards is directly related to improvements in teaching and the effective introduction of the National Numeracy Strategy to guide teachers' planning. Overall, the quality of teaching and learning is good. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress. There are no significant differences in the performance of girls and boys.
90. By the age of 7, pupils gain good levels of achievement in their understanding of number. They accurately count, write and order numbers to at least 100 and understand the place value of each digit. Pupils recognise sequences of numbers, including odds and evens. For example, one pupil knew 36 was an even number as it ended in a six. Higher-attaining pupils recognise more difficult patterns, such as when counting back from 800 in 50s. Pupils successfully apply their knowledge of number when solving simple problems. They understand that subtraction is the opposite of addition and most accurately add two numbers and then identify a subtraction sentence that would complement it. For example, lower-attaining pupils know that $5+4=9$ and that $9-5=4$ and higher attaining pupils know that $30+4=34$ and that $34-4=30$. In other areas of mathematics, such as shape, space and measures, pupils have a satisfactory knowledge. They recognise common two- and three-dimensional shapes and are able to describe some of their properties. Higher-attaining pupils write o'clock, half past, quarter to and quarter past times in both analogue and digital forms. Pupils record data, such as the number of different farm animals, using simple hand drawn block graphs.
91. By the age of 11, most pupils have a good understanding of place value including decimals to two places. They understand negative numbers, as when used in recording temperatures, and plotting points in all four quadrants. Pupils successfully use a range of formal and informal methods to add, subtract, multiply and divide numbers. For example, pupils use closely related facts in multiplication. They use the answer to 7×30 , which they complete mentally, to help them solve the question 7×29 . The majority of pupils accurately use the 'partitioning' method to calculate questions such as 14×26 . Higher-attaining pupils also use the formal method for long-multiplication. Pupils use a range of metric measures and use a simple formula to calculate the area of rectangular shapes. They recognise acute, obtuse and reflex angles and use a protractor to accurately draw and measure angles to the nearest degree.
92. The overall quality of teaching and learning is good. Between the different classes it ranges from satisfactory to very good. The sound progress pupils make as they move through the school is accelerated at the ends of both key stages where the teaching is best. Teachers have securely introduced the National Numeracy Strategy, which has improved the overall quality of teaching. They make effective use of it in structuring the lessons and planning the content. All lessons begin with a brief session of oral mathematics, which, in the main, satisfactorily develop pupils' mental number skills. In some sessions, the tempo is slow and so is the pace of learning. In other lessons, the effective use of resources and a brisk pace ensures that all pupils are fully involved and learning in mental mathematics is good. For example, a teacher was quickly able to check pupils understanding by the use of a large number board and individual cards marked odd and even.
93. Teachers share the learning objective with the class before the main lesson activity. This helps pupils develop an understanding of their own learning and provides a focus to the lesson. There is good whole-class direct teaching and teachers use effective strategies to explain ideas and move pupils on. Teachers have good subject knowledge and make effective use of mathematical language in their explanations. In a lesson on multiplication, for example, the teacher clearly demonstrated a range of methods and correctly used terms

such as 'product' and 'partition'. This focus on the correct use of mathematical vocabulary, particularly in infant classes, helps those pupils who speak English as an additional language. The planning of different activities to meet the needs of the different ability groups within almost all lessons ensures that higher-attaining pupils and those with special educational needs make at least sound progress. Teaching assistants, who are well briefed by the class teachers, provide good support to pupils with special educational needs. For example, the teaching assistant's insistence on careful presentation and the use of a number line to check answers encouraged her group of pupils to develop good working habits.

94. Although all lessons end with a plenary session, its effectiveness is variable. In the better sessions, teachers use careful questioning to quickly assess pupils' progress and this knowledge is used to help plan the next lesson. In other lessons, the plenary session is too long and teachers do not return to their initial learning objective to reinforce pupils' knowledge of their own learning.
95. Teachers have high expectations of behaviour and they manage the pupils very well. Relationships between staff and pupils are very positive. Consequently, pupils are very well behaved and attentive in lessons. They show good levels of concentration. This only dips when individual activities are too long or do not fully involve all members of the class. Pupils are confident to ask for help if they do not understand. Their positive attitudes are an important factor in the good progress they make.
96. While the overall standard of teaching is good, there are two common areas for development within the subject. Teachers make insufficient use of information and communication technology to support learning in mathematics. Occasionally, pupils use mathematical games on the computer to practise basic skills such as multiplication tables. However, teachers do not make sufficient use of computers to collect and classify data, produce graphs and tables, or use measurements of distance and angles in control programs. Teachers in the main are conscientious in marking pupils' work. However, this tends to be ticks and encouragement for pupils' effort. Marking very rarely helps pupils understand what it is they have learned and what they need to learn next.
97. The subject co-ordinator has good subject knowledge and provides effective support for her colleagues. She has observed lessons and monitored teachers' planning. There are sound procedures for assessing and recording pupils' achievement. Teachers use a range of tests, including National Curriculum tests and optional tests of a similar nature in Years 3 to 5. The results of the different tests are used effectively in forecasting realistic achievement targets for 7 and 11-year-olds.

SCIENCE

98. By the time pupils are 7, standards of attainment in science are above average. When they leave school at the age of 11, standards are also above those achieved nationally. Last year, teachers' assessments of 7-year-olds showed that the proportion of pupils reaching the expected and higher levels were very high in comparison with the schools nationally. The results of National Curriculum tests for 11 year olds showed they were well above the average for schools in the country and for similar schools nationally. This year there are fewer higher attaining pupils although the overwhelming majority of 7 and 11-year-old pupils will reach at least the expected levels for their age. The standards of attainment represent a good improvement since the previous inspection.
99. This improvement stems from good teaching for both infants and juniors. This helps to ensure that their quality of learning and progress is also good. All pupils make similar progress. A strength of the teaching is the way in which learning is almost invariably based on investigations. Over the two years that pupils are in the infants, they develop their

scientific skills and understanding well. In a Year 2 lesson, pupils made very good progress as they considered how plants grow. The teacher provided different materials and the pupils predicted which might be necessary. The materials included the obvious, such as soil, and the not quite so obvious, such as cotton wool. Pupils had a good opportunity to select materials and devise an investigation to test their ideas. This successfully increased their understanding of the scientific investigation process as well as their knowledge of how plants grow. Pupils learn that they need certain foods to stay healthy, that things can be moved by pushes and pulls, and that objects are made of different materials. They record their findings using words, pictures and tables. The quality of marking is good. Teachers make comments that help pupils understand what they do well and where they need to develop.

100. Pupils continue to make good progress in the juniors because of good teaching founded on learning through direct investigation. In a good Year 3 lesson, the teacher planned a well-organised session that helped pupils to draw on their own knowledge of the different parts of plants. The activities moved pupils steadily forward and gave them plenty of opportunities to discuss their ideas and try things out. In a lesson about friction, the teacher questioned pupils well, drew out what they already knew and linked this well to new learning, providing a good range of materials to test. However, in some cases, pupils are over-directed and do not have enough opportunities to try out different ideas or to select the equipment required. Pupils investigating pitch carried out a series of activities that did not encourage them to ask their own questions. The equipment required was already prepared for them and step-by-step instructions provided, thus reducing pupils' opportunities for independent learning.
101. Throughout the juniors, teachers' planning is good. Consequently, activities cover the required skills, knowledge and understanding required by the National Curriculum. For example, pupils learn the names and functions of different parts of a flower using the appropriate scientific vocabulary. A pupil with special educational needs also made good progress as she read through and looked at a presentation about the same information on the computer screen. Sometimes the link between the purpose of the investigation and the results are not made clear enough. The result of an investigation into whether plants need light to thrive was that the plant turned yellow. This is insufficiently explicit. Marking is limited to ticks and a few commendatory words. The school's marking policy is inconsistently applied and pupils do not receive enough written feedback on how well they are doing or what they need to do to improve.
102. Although pupils in the juniors record their results in a satisfactory way, there are not enough opportunities in science lessons to extend their writing for a wide enough range of purposes or to record their work in different ways. Similarly, there is not enough use of numerical information, for example, different measurements in science. However, there are some useful examples. Year 4 pupils measure the forces required to move a shoe across a surface and Year 3 realise that the height of plants kept under certain conditions might be a way of measuring how well the plants are growing. Pupils investigate the effects of changing the distance between a source of light and an object on the size of the shadow. In so doing, they use information and communications technology to create a graph of their results. However, in general, information and communications technology is underused in science for recording or finding and trying things out.
103. Science is well managed. The subject coordinator has checked teachers' plans and pupils' work and observed lessons with the headteacher. There is a system for finding out what pupils know and understand, based on a commercial scheme. The school has identified concerns with this method and is considering better ways of finding out what pupils know and how to use this information in planning work. There is a science club for pupils in Years 1 and 2. This makes a positive contribution to the understanding of those children who take part.

ART AND DESIGN

104. By the time pupils are 7 and 11 years of age, they reach standards that are similar to those expected at these ages. There was no clear judgement about standards in the previous inspection. However, then, as now, there is evidence of some good work throughout the infants and juniors.
105. Pupils start Year 1 with average skills in creative development. All pupils, including those with special educational needs and those who speak English as an additional language, make sound progress in the infants. They build steadily on what they already know and extend their skills and understanding. This progress results from sound teaching at this key stage. Although no teaching was seen during the inspection, it is clear from the work seen and teachers' planning that pupils learn the required skills using a satisfactory range of materials. Younger pupils increase their range of skills in using different materials and begin to find out about different artists. For example, pupils in Year 1 have created townscapes based on the work of L S Lowry. Whilst doing this work, pupils try to use the materials appropriately, blending chalk pastels to create the desired effect. Older pupils create pleasing pictures of elephants, using a range of different materials. Pupils use information and communications technology effectively, using a graphics program to design a fabric suitable for a rug for Angus, the travelling teddy bear based in the school. Pupils usefully extend this experience when learning and using weaving techniques to create this material. Pupils in Year 2 make collages that use a good range of materials and colours that are evocative of an underwater scene. The careful work in the samples provided and on display clearly demonstrate that pupils take a good deal of care and have positive attitudes to their work.
106. Pupils in the junior classes, including those who speak English as an additional language and those with special educational needs, continue to make satisfactory progress. The teaching continues to be sound and pupils develop their skills and understanding in art and design. Only one lesson, for Years 5 and 6, was seen during the inspection. The planning for this lesson was good and it had strong links with the history topic on Victorians. Pupils followed a useful design procedure, first examining wallpaper designed by William Morris and then successfully drafting, creating and commenting on their own designs. The teacher had planned a series of activities with definite purposes aimed at developing pupils' skills and understanding. Each part of the lesson built on what had gone before. Consequently, pupils made good progress in the lesson. They thought carefully about their task and tried hard to succeed. However, during the process, pupils did not have enough opportunities to select their own materials and some of the brushes used were too thick for fine painting. As part of the lesson, the teacher planned for the use of a painting program on the computer. This gave some pupils a sound opportunity to create their repeating pattern electronically. Planning and discussion with pupils show that they cover the skills and understanding required by the National Curriculum. Pupils have made artefacts from other times, such as their own versions of Anglo-Saxon and Aztec pottery and masks representing fictional characters including Harry Potter and Mickey Mouse. However, the subject does not make a significant contribution to pupils' understanding of art from a wide enough range of present day cultures, including those of the minority groups found in this country.
107. The subject is soundly managed. The subject coordinator offers informal support and looks at the work that pupils are doing, but does not carry out any in-depth analysis of planning or track the skills covered. Teachers consider that they know each pupil's attainment, but there are few records to confirm this, or to offer information that can be used in planning work.

DESIGN AND TECHNOLOGY

108. No judgement on standards was made at the time of the last inspection. No lessons took place during this inspection. However, photographic evidence, samples of pupils' previous work and teachers' planning were analysed. This evidence indicates that whilst pupils have completed activities appropriate for their age, their overall skills and knowledge are not fully developed and are below that normally found by the ages of 7 and 11 years.
109. Pupils in Years 1 glue a piece of card along one edge to produce a flap that can be lifted to reveal a hand drawn picture. Pupils in Year 2 produce colourful garments to fit 'Angus', the class teddy bear. They use a template to cut pieces of fabric, which they join using staples. Pupils decorate their garment using a range of materials including foil, feathers and ribbon. They evaluate their work by answering simple questions. For example, one pupil wrote that he chose the material because 'it was cuftbull (comfortable) and warm'.
110. Photographic evidence shows that pupils in the junior classes have each completed a design and make assignment. For example, pupils in Year 3 have used different ingredients to make a sandwich and then thin card to make a suitable container for it. Pupils in Year 5 made models of a moving toy using a cam mechanism and, in Year 6, pupils made models of a fair ground ride.
111. Pupils enjoy design and technology and show a pride in their finished models. The small number of individual models and artefacts observed were all carefully produced and showed the care pupils had taken in applying simple finishing techniques, such as painting. However, pupils have not developed, over time, a suitable range of designing and making skills appropriate for their age. Younger pupils, for example, have not developed their cutting skills or a range of ways of joining materials together. Older pupils have not progressively developed their designing skills so as to show what has to be done, what materials are to be used and alternative methods if things go wrong. They have not had the opportunity to work with a range of materials and components or to develop knowledge of how they can build and strengthen structures. Consequently, pupils do not have a sufficient depth of knowledge or range of practical design and making skills for their age.
112. The school has recently introduced national guidelines to help teachers with their planning. The co-ordinator has a satisfactory knowledge of the subject but has not yet identified how the skills required to complete the tasks set for each year group are to be learned progressively as pupils move through the school. Teachers do not make effective use of opportunities to develop pupils' literacy and numeracy skills with the activities. There are no records of how well pupils are attaining other than a comment in the written reports to parents at the end of each year. This means that teachers do not have enough information to use to guide planning and teaching. Some teachers are not clear on how pupils develop practical and designing skills through focussed tasks and then how they apply these skills in problem solving activities.

GEOGRAPHY

113. By the time pupils reach the age of 7, standards in geography are above those expected of this age. However, by the time they are 11, standards are below those expected. No overall judgement was made on standards in the last inspection, but then, as now, there was some good work.
114. Infant aged pupils make good progress, particularly in Year 2. This stems from the good overall quality of teaching. Teachers plan lessons that help pupils to learn through the application of geographical skills. In a Year 1 lesson, pupils made sound progress because of the satisfactory teaching. They looked at photographs and postcards of town, country and seaside destinations to develop their understanding of different places. However, the teacher missed some opportunities to develop the discussion because the pupils had to pass the cards too quickly. Pupils in Year 2 made very good progress in a lesson that developed similar skills at their level. Pupils used photographs to learn about life in St Lucia. They know that there are similarities with this country, for example, that English is spoken in both, and differences, such as climate. A teaching assistant soundly supported pupils who speak English as an additional language by encouraging them to participate in discussions. The teacher asked questions that encouraged pupils to think and formulate their thoughts, for example 'What does this photo show?' and 'Can you explain...?' This helps to develop pupils' speaking as well as their geographical skills. Pupils compare their own locality with another. They realise, for example, that supplies need to be taken to an island by ship whereas there is a more extensive traffic network around Blackburn. Pupils gain a sound awareness of what it is like to live on a smaller island and some realise that they are living on a larger one. They also gain an increasing knowledge of further flung places as they follow the travels of Angus Bear through photographs, postcards and e-mail.
115. No geography lessons for juniors were seen during the inspection and it is not possible to make judgements about the quality of teaching or pupils' attitudes to the subject. However, pupils make unsatisfactory progress in the juniors. They do not do enough work in this subject and it is under-represented in the subjects they learn. Pupils in Year 6 carry out a study of rivers and river formation but have carried out little other work in this subject. Discussions reveal they do not have a sufficiently wide understanding of places or of geographical skills. Teachers mark the pupils' work by ticks and some positive comments. However, there are few comments that tell pupils what they need to do to improve.
116. Information and communications technology is not used effectively in teaching and learning within the subject although pupils in Year 6 have used this in carrying out research into the history of a river. There are no records of how well pupils are attaining in geography other than a comment in the written reports to parents at the end of each year. This means that teachers do not have enough information to use to guide planning and teaching.

HISTORY

117. Standards in history are at expected levels for pupils in Year 2 and Year 6. No teaching was observed in the infants as the pupils are currently enjoying a geography focus. The work sample demonstrates systematic and interesting approaches which emphasise, in particular, the importance of chronology and the way things change with time.
118. In the spring term, pupils in Year 2 investigated the Plague and the Fire of London. The teacher explained that much of the work is developed through investigation, using books and thoughtful discussion, with particular attention to the subject's specific vocabulary. It is clear that when pupils record their work that teachers have carefully constructed tasks to be of interest to the pupils and matched to their specific needs. A strength in this work is the clear link between literacy and history. In their extended writing, the higher attaining pupils were able to correctly use language that relates to time, for example 'firstly', 'next', 'then'

and 'after that'. Teachers' marking of pupils' work carefully acknowledges the use of specific skills, such as 'good use of reading strategies' by the 'middle group'. A sentence added by the class teacher helped those, who were not such competent writers, to sum up what they have found out. Writing is confident and pupils have a good shot at spelling new words.

119. The work in Year 1 shows that pupils are gaining a clear understanding of how to compare 'old and new'. This is securely based on family history, toys and teddies. Those pupils who are at the early stages of learning English are encouraged to draw, whilst the higher-attaining pupils and the middle band independently annotate their drawings. Emphasis on talking and listening, combined with visual evidence is particularly supportive for the English as an additional language speakers.
120. In the juniors, the emphasis on speaking and listening and drawing inference from visual stimuli, computer sources, books and visits continues. Pupils in all four classes enjoy their history and, although they perhaps cover a rather limited number of aspects in each topic, they are developing appropriate strategies and are able to refer back to what they have done. Pupils in Year 6 have spent time throughout the year investigating Victorian England. Whilst this has largely focused on schools, jobs and everyday life, all of which might have been covered in more depth, pupils do have a sound understanding. This work links neatly with the study of local history. Pupils were able to apply previous knowledge as they examined various census sheets for the local area and they drew appropriate inferences. Whilst there is some evidence of independent writing related to history, the potential is underused.
121. Pupils in Year 3 are excited by their investigation of the Viking invasions. They were confident in offering ideas, made connections and proved that they could use a range of texts effectively to research their own information. The teacher uses well planned questions and remodels answers to ensure that all understand fully. Pupils with special educational needs are well supported. The independent writing is full of vigour and imagination.
122. Year 4 and 5 pupils were looking at Elizabethan explorers and the Aztecs, respectively. Class teachers, in both instances, had thought carefully about how to present information in such a way that pupils would be motivated and thoughtful. 'Circumnavigating' the school building and finding maps about Drake's voyage around the world was a fascinating way of tackling the subject. The slides and artefacts of Aztec life stimulated many thoughtful questions.
123. The quality of teaching is at least satisfactory and half the lessons seen were good. The better lessons ensure a brisk pace and require pupils to use a range of skills. In general, information and communication technology is underused as a resource to support pupils' learning. Sometimes pupils are encouraged to use their computers at home to further their research, but not all have access to such resources. All lessons were pleasurable experiences because the pupils were eager and attentive, listening both to the teachers' and to their friends' ideas. As a result the discussions extend understanding and enable all pupils to play an active part.
124. The history co-ordinator was absent during the inspection. The basic national guidelines have not yet been developed to meet the needs of the school. As a result, systematic skill development, the increased sophistication in handling and interpreting evidence and work between subject areas have not been identified and planned for. For example, links with art, such as portraiture in Tudor England contrasted with more modern portraits by Picasso, would enrich both subjects and bring a different perspective to each. Likewise the full potential of history as a context for writing for different purposes, or writing freely at real length, is underused. Teachers make very good use of book and artefact loans from the local education authority and museums, field trips and the local area.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. By the ages of 7 and 11, pupils reach standards in information and communications technology (ICT) that are similar to those expected nationally. During the last inspection, word processing skills were said to be sound and some pupils were 'adept at accessing the Internet'. This is still the case, and pupils are using a wider range of skills in the subject, so there has been a good degree of improvement.
126. No information and communication technology teaching was seen in Years 1 and 2 during the inspection so it is not possible to make a judgement on teaching. Work samples and displays show that all pupils, including those with special educational needs and those who speak English as an additional language, make sound progress. Infant pupils use information and communications technology for a sufficiently wide range of purposes relevant to other subjects. A strength of the subject in these year groups lies in the way that ICT is used to enhance teaching and learning in other subjects such as literacy, art and history. Pupils write accounts of their visits to places of interest, such as a museum, and use their skills well in arranging and altering text. They use design patterns for teddy bears' clothing as part of their work in art and design. Pupils create and display simple charts of their favourite subjects or drinks.
127. The quality of teaching in the juniors is sound. Consequently, pupils make satisfactory progress. Teachers plan lessons to teach the skills required by the National Curriculum. However, the lessons, although satisfactory in terms of information and communications technology, do not always have enough relevance to the rest of the curriculum or life outside school. For example, the control activities carried out by a group of pupils in Year 6 were not linked to anything else they were studying at the time. This meant that they did not sufficiently develop a wide enough understanding about how information and communications technology is used in the world outside. Pupils are interested and keen to use computers. This positive attitude helped pupils in Year 3 to make sound progress in developing word processing skills when editing a letter written by a Viking. Other children in the same class were also editing the same letter using pencil and paper techniques. The discussion that followed, comparing the two methods, made it clear that pupils understand the value of using word processing to carry out this type of task. Older pupils use a painting program to create a pleasing wallpaper design, making sound progress. Pupils in Year 6 have created presentations using text and pictures in which one page is linked to another. They have also collected and organised facts about various subjects such as animals, although they have some difficulty in systematically finding information from these databases.
128. The subject is soundly managed. The co-ordinator has provided teachers with a list of skills that need to be taught in each year group in order to develop skills systematically. She has also provided teachers with a useful system for recording pupils' progress in these skills, identifying what has been successful and which skills need further development. Teachers are using this effectively. There are some good links with other subjects, particularly in the infants, and in the use of a graphics program to create wallpaper with a repeating design. There are not enough of these links and the subject is not yet systematically used to enhance teaching and learning in other subjects, particularly literacy and numeracy. However, teachers have recently begun an in-service training programme to increase their understanding of the use of information and communications technology in other subjects. The quality and level of resources are sound overall, although pupils in Year 3 using laptops would have benefited from the use of computer mice rather than the slightly trickier built-in pads. The lack of a large screen or whiteboard also results in difficulties when introducing lessons and skills because it is difficult for all pupils to see what needs to be done.

MUSIC

129. It was not possible to observe any music lessons during the inspection week. The only evidence, apart from teachers' plans, were short tapes of pupils performing. Thus it was impossible to make any secure judgement about standards and progress. The tapes of Year 6 pupils encompass good quality part singing, choral chanting, the use of a few percussion instruments and a flute and illustrated changes in tempo and dynamics.
130. Pupils in Years 2 and 6 are taught by a music specialist for just under an hour a week when she releases the two senior staff for administrative duties. This is the only time the teacher is in school. The school attempts to enrich pupils' experience by participating in local music and dance events. Sacred Heart joined another local school in a workshop run by the BBC Philharmonic Orchestra which introduced a story line where each character was represented by their own tune on a particular instrument. The efforts of pupils in the recently formed recorder club are pleasing to listen to and the pupils are developing good skills.
131. Each class is timetabled for a single lesson once a week. The staff are not very confident about teaching music, but their planning adheres faithfully to national guidelines that the school has recently adopted. There is no music co-ordinator and so these guidelines have not been adapted to suit the school's specific needs. It is, therefore, difficult to get any real picture of the systematic impact of the music lessons across the school. The schools' resources are matched to a previous scheme and so do not fit well with the newly adopted one.

PHYSICAL EDUCATION

132. At the time of the last inspection it was not possible to make an overall judgement on pupils' standards in physical education. During this inspection, the co-ordinator was absent and only two lessons were observed; these were in Years 1 and 3. There was insufficient evidence to judge pupils' progress through the school and their standards in the various aspects of physical education by Year 6.
133. In the lessons observed, teaching and learning were satisfactory in one and good in the other. In both lessons, pupils developed their games skills and showed appropriate co-ordination and skills for their age. During an indoor lesson, pupils in Year 1 tried different ways of moving a small sponge ball. Working in pairs, pupils practised throwing and catching, rolling the ball and kicking it. Pupils satisfactorily developed these basic ball skills and showed an appropriate awareness of space as they moved around the hall. Pupils in Year 3, during an outdoor lesson, consolidated their throwing and catching skills using both large and small balls. They bounced, threw and caught a ball individual as they moved around the playground. In a small group activity, pupils practised striking a ball using either a rounders or cricket bat. Progress was good because the teacher made effective use of her secure subject knowledge. During her clear demonstrations, useful teaching points were given to help pupils' understanding. For example, the teacher correctly demonstrated a side-on stance and how to transfer ones weight from the back foot to the front one whilst 'keeping your eye on the ball'. Small-sided games at the end of the lesson allowed pupils to apply the skills they had learned.
134. Teachers begin lessons with an appropriate warm-up. They have a good awareness of safety, which is important as the hall has much equipment stored around the edge and the outdoor playground is small. Teachers encourage pupils and make frequent use of praise. They use pupil demonstrations, but do not always highlight what it is pupils are to learn from them, or give pupils opportunities to use these ideas to improve their own performance. In both lessons observed, pupils were well behaved but the brisker pace in the second lesson ensured the older pupils remained well motivated. The younger pupils' enthusiasm was beginning to wane towards the end of their long weekly lesson.

135. The school's long-term curriculum plan shows that all aspects of the subject, including gymnastics, dance and athletics, are taught. The school operates an adequate programme for swimming. Pupils in Years 5 and 6 attend weekly lessons. They develop their confidence in water and learn to swim on their front and back. By the end of Year 6, most can swim 25 metres, the expected standard for 11-year-olds.