

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Haslingden, Lancashire

LEA area: Lancashire

Unique Reference Number: 119663

Headteacher: Mrs G Bradbury

Reporting inspector: Mrs L Furness

Dates of inspection: 4 – 7 October 1999

Under OFSTED contract number: 708427

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

© Crown Copyright 1999

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

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. (0171) 421-6567

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lime Road Haslingden Lancashire BB4 5NP
Telephone number:	01706 214747
Fax number:	01706 229064
Appropriate authority:	Governing Body
Name of chair of governors:	Father J Christie
Date of previous inspection:	29 April – 2 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs L Furness, RgI	Special Educational Needs English Art Design and Technology	Characteristics of the School Attainment and Progress Teaching Leadership and Management Efficiency of the School
Mrs J Garland, Lay Inspector	Equal Opportunities	Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community
Mr S Gill	Mathematics Information Technology Geography History Music	Spiritual, Moral, Social and Cultural Development Staffing, Accommodation and Learning Resources
Mrs J Willetts	Areas of Learning for Children Under Five Science Physical Education	Attitudes, Behaviour and Personal Development Curriculum and Assessment

The inspection contractor was:

FOCUS INSPECTION SERVICES

The Court
8 Bar Meadow
Dobcross
Saddleworth
Oldham
OL3 5QW

01457 872427

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1-4

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school 5-25

Attainment and progress 5-19
Attitudes, behaviour and personal development 20-24
Attendance 25

Quality of education provided 26-60

Teaching 26-38
The curriculum and assessment 39-44
Pupils' spiritual, moral, social and cultural development 45-50
Support, guidance and pupils' welfare 51-56
Partnership with parents and the community 57-60

The management and efficiency of the school 61-76

Leadership and management 61-67
Staffing, accommodation and learning resources 68-71
The efficiency of the school 72-76

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

77-85

English, mathematics and science

86-113

Other subjects or courses

114-160

PART C: INSPECTION DATA

Summary of inspection evidence

161-166

Data and indicators

MAIN FINDINGS

What the school does well

- The numbers of pupils attaining the national standard in English, mathematics and science at the age of 7 have improved considerably from 1998 to 1999.
- The headteacher, governors and management team provides very effective leadership. There is a strong feeling of teamwork in the school.
- Relationships are very good at all levels. The school cares for its pupils and works hard to ensure they are well supported in their personal development. The procedures in place for child protection and promoting pupils' well-being, health and safety are very good.
- The procedures for checking and promoting discipline and behaviour are good and this has resulted in good behaviour occurring throughout the school.
- Provision for spiritual and social development is very good.
- The provision for pupils with special educational is good and this helps these pupils to make good progress.

Where the school has weaknesses

- I. Standards of writing including handwriting, spelling and presentation are unsatisfactory throughout the school.
- II. Written marking is not used consistently to inform pupils how they may improve their work.
- III. Although homework is used effectively to influence work in school, there are inconsistencies in practice in some classes and parents are not always clear what the school expects.
- IV. The tasks presented to Years 1 and 2 pupils in the activity sessions are not always appropriate or challenging.

There are many good features in this school that contribute to the improving standards that are being achieved. However there are some key weaknesses for governors to address in their action plan. This will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has worked extremely hard to overcome the weaknesses pointed out as key issues in the previous inspection. Most of the key issues have been successfully addressed. In particular, discipline and pupil behaviour are very much improved and are now strong features of the school. Standards in science have also improved greatly with 11-year-old pupils' performance in the 1998 national tests for science being well above average. However, although work is of an appropriate challenge for pupils in the 7 to 11 age range, some teachers of younger pupils (4 to 7-year-old range) still have low expectations of what pupils can do in some subjects. The school has made very good improvement since the previous inspection and the capacity for further improvement is also very good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	C	C	<i>average</i>	C
Mathematics	B	B	<i>below average</i>	D
Science	B	B	<i>well below average</i>	E

The 1998 National Curriculum test results for 11 year olds are broadly in line with the national average in English and above the national average in mathematics and science. In comparison with schools that have similar characteristics, pupils' results in English are average and above average in mathematics and science. From 1996 to 1998, standards in all three subjects have improved. In 1999, the test results have declined but in schools with small cohorts of pupils variations can be expected. The National Curriculum test results for 7-year-olds in 1998 indicate that results are broadly in line with the national average in reading and well below the national average in writing and in mathematics. When compared with similar schools, pupils' results are average in reading and well below average in writing and mathematics. Over the last two years from 1997 to 1998, 7-year-olds' standards in reading and writing and mathematics have been improving and this improvement continues in 1999 when the majority of pupils attained the national average in reading, writing and mathematics. On the basis of teacher assessment, attainment in science is above the national average and the number of pupils attaining the higher levels is broadly in line with the national average. The attainment of pupils currently at the end of both key stages is in line with the national expectation for speaking and listening, and in line with the national average for reading, mathematics and science. However, in writing, standards are below those expected nationally. In information technology pupils' attainment is in line with the national expectation in both key stages. In art, history, geography, design and technology, music and physical education attainment is in line with that expected for pupils' ages.

• **Quality of teaching**

• Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	N/A	Satisfactory	Good
Information technology	N/A	Satisfactory	Satisfactory
Religious education	N/A	N/A	N/A
Other subjects	Good	Satisfactory	Good

The quality of teaching is much improved since the previous inspection and teaching at least satisfactory in 97 per cent of all lessons. In 44 per cent of these lessons, teaching is good and it is very good in 8 per cent of lessons. Teaching is rarely unsatisfactory. Teaching of children aged under five is good.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	The school is a very orderly community. Behaviour in classrooms and around the school is good. Behaviour management is a strength of the school
Attendance	Satisfactory. Most pupils enjoy school and are punctual. Lessons start promptly.
Ethos*	A very positive ethos. All the staff have a commitment to the raising of standards. Relationships throughout the school are very good and pupils try very hard to complete their work.
Leadership and management	Very good. The headteacher, senior management team and governors have a clear view of how to improve the school and raise standards.
Curriculum	The curriculum meets statutory requirements in all subjects. Procedures for assessing pupils' attainment are now satisfactory and the information obtained is beginning to inform future curricular planning effectively.
Special educational needs	Good. Pupils make good progress towards meeting targets in their individual educational plans. All staff are good in addressing the needs of all these pupils, particularly those with behavioural difficulties.
Spiritual, moral, social & cultural development	The school's provision for spiritual and social development is very good. Cultural and moral development is good.
Staffing, resources and accommodation	There is an adequate number of staff and resources are at least satisfactory with some resources for example information technology resources, being good. The accommodation is good and the staff successfully make their classrooms interesting learning environments. There is a very good level of cleanliness throughout the school.
Value for money	The school provides satisfactory value for money.

*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

• **The parents' views of the school**

What most parents like about the school

- V. Parents are encouraged to play an active part in the life of the school.
- VI. Most parents find it easy to approach the school if there is a problem or a question to be answered.
- VII. Children enjoy school.
- VIII. The school enables pupils to achieve a good standard of work.

What some parents are not happy about

- IX. The school does not handle complaints from
- X. Some parents would like more after-school

The great majority of parents are very supportive of the school and what it does for their children. Inspectors' judgements support all of these positive views. The inspectors can find no evidence to support the view that the school does not handle complaints well and most parents comment on the approachability of the headteacher, staff and governors. If a parent has a problem or complaint, then the headteacher offers a facility whereby parents are invited back into school to discuss the outcome of the investigation. With regards to after-school activities, the school at the present time is looking into the possibility of running a before and after school club which will cater for all pupils in the school.

· **KEY ISSUES FOR ACTION**

- In order to improve attainment and progress the governors, headteacher and staff should:

1. Raise standards in writing throughout the school by:

- XI. Planning work that is securely linked to pupils' prior attainment;
- XII. Establishing effective policies and guidelines to support the consistency of teaching handwriting and spelling throughout the school;
- XIII. Encouraging pupils in Key Stage 1 to produce more pieces of independent writing and not to be as reliant on copy writing;
- XIV. Enabling the co-ordinator to check carefully that each year group is delivering the relevant programme of study in writing and providing time for her to support colleagues in the classroom.

(paragraphs: 12, 29, 32, 33, 63, 86, 87, 90, 94, 138 & 145)

1. Improve the quality of marking by:

- Developing a marking policy, that includes guidance for staff regarding how to inform pupils of their strengths and the areas in which they need to improve;
- Encouraging staff to set targets to show pupils how to improve their work and attain higher standards;
- Establishing effective systems to check that all members of staff implement the agreed policy.

(paragraphs: 37, 94, 104, 111, 140 & 147)

1. Improve homework provision by:

- Developing an agreed homework policy which is shared with the parents;
- Establishing effective systems to check that all members of staff implement the agreed policy.

(paragraphs: 38, 57 , 94, 111 &103)

1. Review the practice of activity sessions in Years 1 and 2 and monitor that all pupils are being given appropriately challenging tasks.

(paragraphs: 33, 34, 36, &40)

In addition to these main weaknesses, there are a number of less significant weaknesses, which the governors should consider addressing in their action plan in order to improve:

These relate to:

Reports *(paragraph: 59)*

Outdoor play for the early years *(paragraphs:39, 83 & 85)*

4.

4. INTRODUCTION

4. Characteristics of the school

1 St Mary's Roman Catholic Primary School is situated in Haslingden. It is in the diocese of Salford and the Local Education Authority of Lancashire. The school was last inspected in April 1996 and since then numbers on roll have fallen from 144 pupils to 129 pupils. There are 58 girls and 71 boys aged between 4 and 11. There are 3 classes with pupils of mixed ages and 2 classes of pupils of a single age.

2 Admission to the reception class takes place in September. There are currently 17 children in reception of whom 14 are aged 4 years of age. Current assessment information indicates that on entry to reception, the majority of children have skills in literacy and mathematics that are below those expected for their age. This indicates a change in the attainment on entry, as in the previous year the majority of children were in line with that expected for their age in both literacy and numeracy.

3 Most pupils come from homes that are economically disadvantaged. This is not reflected in the free school meals figures of 10.2% which is below the England average of 19.9%. There are 31 pupils (24%) on the register for special educational needs, which is above the national average and the percentage of pupils with statements (4%) is also above average. There is 1 pupil (0.7%) who comes from a home where English is not the first language. There have been no exclusions and the rate of exclusions is static.

4 The aims of the school are clear and concise. They fully reflect the school's commitment to improving standards and to providing a caring, learning Christian environment to prepare pupils for life in a modern world. The immediate priorities of the governors are to improve the accommodation and grounds and to increase pupil numbers by continuing to market the school positively. Additional priorities of the headteacher are to bring National Grid for Learning computers on-line, to continue staff training and development and to introduce successfully the National Numeracy Strategy.

4. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	6	13

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	4	5
	Girls	4	5	4
	Total	9	9	9
Percentage at NC Level 2 or above	School	69(77)	69(65)	69(60)
	National	80(80)	81(80)	84(84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	7
	Girls	5	4	5
	Total	10	9	12
Percentage at NC Level 2 or above	School	77(83)	69(71)	92(94)
	National	81(80)	80(84)	86(85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	14	5	19

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	11
	Girls	2	4	3
	Total	12	13	14
Percentage at NC Level 4 or above	School	63(61)	68(48)	74(94)
	National	65(63)	59(62)	69(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	7	7
	Girls	4	4	3
	Total	13	11	10
Percentage at NC Level 4 or above	School	68(79)	58(74)	53(70)
	National	65(62)	65(62)	72(69)

4.

.....

4. ^{1/2} Percentages in parentheses refer to the year before the latest reporting year

4.

4.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	3.8
	Unauthorised	School	5.7
	Absence	National comparative data	1.0
			0.5

4.

4.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	Nil
	Permanent	Nil

4.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	8
	Satisfactory or better	97
	Less than satisfactory	3

4. PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

5 The 1998 National Curriculum tests results at the end of Key Stage 2 indicate that results are broadly in line with the national average in English and above the national average in mathematics and science. In comparison with schools that have similar characteristics, pupils' results in English are average and above average in mathematics and science. Test results over the last three years from 1996 to 1998, show an improvement in the proportion of pupils attaining the national average at the end of Key Stage 2 in all three subjects. In 1999 the number of pupils attaining the national standard in all three subjects dipped slightly. However, during the test period there were unavoidable pupil absences, and also in small cohorts of pupils variations from year to year can be expected.

6 The National Curriculum test results at the end of Key Stage 1 in 1998 indicates that results are broadly in line with the national average in reading and well below the national average in writing and in mathematics. When compared with similar schools, pupils' results are average in reading and well below average in writing and mathematics. Over the last two years from 1997 to 1998 at the end of Key Stage 1, standards in reading and writing and mathematics have been improving and this improvement continues in 1999 when the majority of pupils attained the national average in reading, writing and mathematics. On the basis of teacher assessment, attainment in science is above the national average and the number of pupils attaining the higher levels is broadly in line with the national average.

7 In Key Stages 1 and 2, the attainment of pupils currently at the end of the key age, is in line with the national expectation for speaking and listening, and in line with the national average for reading, mathematics and science. However, attainment is below the national average in writing in both key stages.

8 The majority of children on entry to reception have skills in language and mathematics that are below those expected for their age. Their personal development is also below that expected for their age. Children make good progress in all six areas of learning during their time in reception. This is a direct result of the significant amount of good teaching that they receive. Appropriate emphasis is given to language development and children are provided with a wide range of quality experiences. When they transfer to Key Stage 1, their attainment is in line with that expected for their age in all areas of learning.

9 Most pupils on the register of special educational needs make good progress towards their individual educational plans (IEPs) particularly when they receive focused teaching from teachers and visiting specialists. Pupils with behavioural difficulties make good progress, as teachers use effective strategies to manage and motivate these pupils.

10 In English, progress in both speaking and listening are satisfactory in both key stages. In Key Stage 1 pupils answer questions and listen carefully to each other when working in groups. At the end of the key stage most speak with expression and use a wide range of vocabulary. In Key Stage 2, pupils talk fluently about books they are reading. They re-tell stories and are beginning to develop discussions to take account of their own opinions. Pupils are satisfactory listeners. They are particularly attentive during the beginning of the 'Literacy Hour.' Older pupils make suggestions and discuss issues at levels expected for their age.

11 Pupils' make satisfactory progress in their reading in Key Stage 1. During the 'Literacy Hour,' most pupils draw upon a wide range of strategies to help them read unknown words. They read aloud with good expression and continue to do this when reading aloud on a one-to-one basis. However, they

do not always apply the skills taught during the whole class session and this is hampering their progress in independent work. Throughout Key Stage 2, progress in reading is satisfactory. Pupils talk about books they are reading. They develop a plot and give a point of view about what might happen next. By Year 6, pupils have developed a preference for a specific reading 'genre.' There are a good number of avid readers. Pupils of this age are also reading more challenging texts such as a 'Midsummer Night's Dream.'

12 Pupils make unsatisfactory progress in writing, including handwriting, spelling and presentation in both key stages. Despite the good grounding provided in the reception class, the older Key Stage 1 pupils are not presenting their work in a satisfactory manner. Their written work is often restricted to commercial exercises with little evidence of pupils writing extended pieces. Their ability to write stories is limited and even the higher attaining pupils are not showing signs of moving beyond the levels expected for their age. In Key Stage 2, although progress does improve, many pupils do not take advantage of the process of drafting their work to improve on their original writing. Handwriting and presentation is still unsatisfactory and by the end of the key stage, very few pupils have developed a clear, legible form of cursive writing.

13 In mathematics, progress throughout both key stages is satisfactory. Year 1 pupils count confidently forwards and backwards from 50. Pupils of average attainment identify missing numbers on the number chart and higher attaining pupils write and place in sequence numbers up to 100. In Year 2, pupils produce complex plane shapes by using elastic bands on geoboards. They make hexagons, pentagons and octagons, learn their names and are able to describe their properties. Investigation and problem solving work is developing well, and pupils use and apply mathematics in practical every day tasks. Most pupils, including those with special educational needs, use mathematical terms correctly, discuss their work, and clearly explain what they are doing.

14 In Key Stage 2, pupils build effectively on the skills previously acquired. In Year 3, pupils gain confidence in manipulating numbers in a variety of ways. For example, they count readily in 5s, recite their 5x table and answer a wide range of questions using this knowledge. They have a secure knowledge of addition and subtraction facts to 20. They identify a wide range of different plane shapes and use mathematical dictionaries to good effect to identify new shapes. In Year 4, pupils' understanding of decimal fractions is developing well. For example, they order numbers from 0.1 to 1.0 and confidently double and halve decimals to 1.0. In Year 5, good progress is made by pupils in estimating the perimeters of shapes, before measuring them to check for accuracy. By the end of the key stage, pupils know their multiplication tables and apply this knowledge to solve a variety of problems using decimals, fractions and percentages. The majority of pupils find fractional equivalence with some support and all are aware of how to find the decimal equivalence using a calculator. There is evidence of good work in data handling, with examples of frequency diagrams and bar, line and pie charts. Work on probability is well developed.

15 In science, progress throughout Key Stage 1 is satisfactory in developing knowledge and understanding of science but unsatisfactory in experimental and investigative work. Pupils in Year 1 label parts of a flower using appropriate vocabulary such as leaf, petal, bud and root. They discuss healthy eating and understand the importance of exercise. Pupils identify electrical appliances in the home and know electricity is dangerous. In Year 2, pupils make a simple electric circuit and draw a diagram. Pupils describe how heating and cooling can change materials. They know if chocolate or butter is put in a dish on a radiator it will melt. Generally, however, they are limited in their ability to respond to questions about experimental and investigative science. Examination of pupils' books in Years 1 and 2 and discussions with groups of pupils, reveal very little evidence of pupils carrying out investigations independently or being able to turn ideas into a form that can be investigated.

16 In Key Stage 2 progress improves and is good in experimental and investigative science. Pupils in Year 3 investigate tooth decay using eggshells and different kinds of liquids, including, red wine, pure

orange juice, water and vinegar. They set up an investigation to find out what causes tooth decay. Pupils are able to carry out a fair test. They know what to change and what to keep the same. They are able to record their results appropriately. Pupils in Years 4 and 5 develop their understanding of the properties of light and use mirrors to investigate how light travels. In Year 6, pupils explain that sounds are produced when objects vibrate. They recognise that sound travels through solids, water and air. Higher attaining pupils describe ways in which the pitch of a sound can be raised or lowered.

17 In information technology (ICT) at the end of both key stages, pupils' attainment is in line with the national expectation and progress is satisfactory. In Year 1, the skills of communicating information and handling data are beginning to emerge. Pupils use computers to learn about shapes in their mathematics lessons. They word process simple text and learn to add clip art illustrations. In Year 2, these skills develop further and pictures become more elaborate with extended text. In Year 3, most pupils are able to name the parts of the computer, for example, 'hard drive', 'CD-ROM' and 'floppy disc'. Pairs of pupils work together to cut and paste text and pictures, demonstrating satisfactory mouse control. With support they can enlarge and reduce a picture. In Years 4 and 5, word processing skills are further developed. Here pupils demonstrate their ability to underline text and to change font and text size. In Year 6, pupils employ their word-processing skills to create their own 'Year 6 Resolutions'. They produce a range of flyers to advertise their favourite books. In doing so, pupils demonstrate their ability to use a range of fonts including italics, to create headings, use various text alignments and select alternative borders and backgrounds. They also illustrate their work with images drawn from clip art files.

18 In the lessons seen in art, design and technology, history and geography music and physical education in both key stages, attainment is in line with that expected for pupils' ages and progress is satisfactory.

4. 19 Pupils use literacy and numeracy skills satisfactorily to support their learning in other areas of the curriculum. In some classes, for example in science, pupils use their literacy skills when they are involved in research writing of an investigative nature. Their knowledge of how to use the content and index pages in an atlas supports them to find locations in the United Kingdom and elsewhere in the world. Numeracy skills are used for example, in Class 4, when pupils use their knowledge of angles to help them investigate the properties of light and use of mirrors. In geography, Year 6 pupils work with co-ordinates and grid references when using maps of the local area.

4. Attitudes, behaviour and personal development

20 The attitudes and behaviour of pupils have a positive influence on their attainment and progress. Children begin to develop positive attitudes to learning in the reception class where they make good progress in their personal and social development. From an early age they learn to listen to their teacher and to each other. This is seen, for example, during a circle time session when children take turns to speak and share their thoughts about what makes them happy. They learn to behave well, play with each other, share resources, co-operate with adults and work independently of the teacher.

21 Pupils' attitudes to learning are good in both key stages. Throughout the school they are interested in their work and enjoy learning. They listen carefully to their teachers and concentrate well during lessons. They are keen to ask questions and are confident when speaking to adults. Pupils are willing to explain what they are doing, for example, in Class 3's design and technology lesson as a group of pupils research information then explain to the rest of the class how to make a moving part in a book. They are keen to ask questions as shown in Class 4's history lesson. Here Years 4 and 5 pupils compile a list of sensible questions to ask a visiting ex-mill worker. Pupils show enthusiasm when

greeting the visitor and showing her into the classroom.

22 Pupils' behaviour in and around the school is good. They know what is expected of them and behave accordingly. They are friendly, courteous and well mannered and this contributes to the good quality of behaviour in the dining room and playground. Behaviour has improved considerably since the last inspection. The frequent use of praise helps to set a friendly and positive tone and ensures that important aspects of the school's ethos are fulfilled. Pupils respond well to the high expectations set by teachers and other staff. The school promotes positive discipline through the use of praise and rewards, including badges and certificates. A measure of the success of the behaviour policy and of the pupils' response is that no pupils have been excluded during recent years. Pupils take care of their school; they handle resources sensibly and carefully tidy away at the end of lessons.

23 Pupils form very good relationships with the adults and other pupils in the school. They are able to work effectively both collaboratively and co-operatively. In Class 4's science lesson, for example, pupils collaborate well and help and support each other to investigate properties of light. In the same class, pupils share resources and ideas to produce a three-dimensional model representing 'Tiger in a tropical storm' by Rousseau. Pupils are confident they will receive help from teachers and other staff should a problem arise. No bullying was observed during the inspection but pupils are very secure about what to do if they do encounter it.

24 Personal and social education is a strength of the school. It is designed to promote mutual respect, self-discipline and social responsibility. The school actively encourages older pupils to look after younger pupils, for example, when the older pupils collect and then return younger pupils to their class after house assembly. Each day, older pupils help the younger pupils during lunchtimes and this contributes to the smooth running of this part of the school day. The previous inspection found that pupils had limited opportunities to exercise initiative, but that when they were presented with the opportunity to take responsibility they responded well. In Key Stage 2, particularly in Class 3, this has been addressed. Pupils are encouraged to work together collaboratively and have established the practice of using 'work buddies' to encourage each other to become independent of the teacher. In Key Stage 1 however, pupils do not have sufficient opportunities presented to them to exercise initiative and develop independence. Some activities are unchallenging and pupils are not encouraged to think and learn for themselves

4. Attendance

25 Attendance is satisfactory at about 94 per cent, which is in line with the national average. Unauthorised absence is also average at 0.5 per cent. The previous inspection noted that the school needed to review its policy on lateness. This issue has been successfully addressed. There were few latecomers observed during the inspection or marked as such in registers. Most pupils are keen to attend school and lessons commence on time, running to the published timetable.

4. QUALITY OF EDUCATION PROVIDED

4. Teaching

26 The quality of teaching is good. In ninety-seven per cent of lessons teaching is at least satisfactory with forty-four per cent, good and eight per cent, very good. Teaching is rarely unsatisfactory. Teaching is good in Key Stage 2, where fifty-three per cent is good and fourteen per cent is very good. The remaining thirty-three per cent is satisfactory. In Key Stage 1 teaching is mainly satisfactory. In seventy-two per cent of lessons, teaching is satisfactory, in fourteen per cent it is good, and in fourteen per cent it is unsatisfactory. However, the unsatisfactory teaching is one science lesson

where pupils were involved in low-level sorting activities that did not successfully promote scientific understanding. In the early years, fifty per cent of teaching is good and fifty per cent is satisfactory.

27 In English, mathematics, science, design and technology, history, geography, art and music in Key Stage 2 teaching is good. In information technology and physical education teaching is satisfactory. In Key Stage 1 teaching is satisfactory in English, mathematics, science, information technology, design and technology, history, geography, art, music and physical education.

28 In the previous inspection, teaching varied from good to poor. There is no evidence of poor teaching in this inspection and only one lesson is judged as unsatisfactory. Teaching is at its best in Key Stage 2. Here it is always at least satisfactory and is frequently good or very good. In this key stage, teachers are well prepared and are clear about the learning to be acquired by the pupils. There is a good balance of explanation, demonstration and practical work and teachers use questioning effectively to advance learning. The very good relationships between the pupils and adults are a contributory factor to the good progress that these pupils make in this key stage.

29 The 'Literacy Hour' is also influencing the quality of teaching. In both key stages during the first half of the hour teaching is purposeful and has a good pace. The teachers are confident in their use of the framework for teaching the National Literacy Strategy and their planning indicates precisely what they want to achieve. However, in Key Stage 1 this is not always sustained during the second half when pupils are expected to work independently or in groups. The teacher is unable to manage the pupils who are not being directly supervised and planned activities result for example, in pupils copying sentences from the board rather than producing their own independent writing.

30 In the reception class teaching is good. The teacher and the nursery nurse work together effectively and provide a safe caring environment where relationships and behaviour are good. A wide variety of learning experiences is provided and children are encouraged to work together and share resources. Planning provides detailed information about the activities in which the children are to engage but occasionally the learning to be acquired is not clearly identified in the free play activities.

31 The teaching of pupils with special educational needs is good. These pupils are mainly well integrated into lessons and in literacy and numeracy they are well supported by the nursery nurse or learning support assistants. Individual educational plans are known by teachers and form an appropriate part of their planning arrangements. Pupils with behavioural difficulties are well supported and teachers confidently manage these pupils, particularly in Key Stage 2.

32 In both key stages, teachers' knowledge is secure in most subjects and in Key Stage 2 they have a good understanding of how to implement the 'Literacy Hour.' There is some insecurity in the teaching of all aspects of information technology, as both the hardware and software are new to the school. However, there is a planned programme of development for staff in this area. Also teachers are insecure about how to teach effectively handwriting and spelling and the lack of clear guidance for these two aspects of English results in inconsistencies occurring. In the majority of lessons, teachers are clear about what they want pupils to learn and gain from the lesson. In reception, and at both key stages, work is satisfactorily planned. Planning for religious education meets the requirements of the Local Agreed Syllabus. Planning for the 'Literacy Hour' is satisfactory. In daily planning, teachers clearly identify the structure of the lesson and the learning to be acquired by the pupils. In most classes the learning is shared effectively with the pupils. For example, in literacy, the Year 6 pupils know they are learning about different styles of texts. The teacher asks key questions which encourage the pupils to identify the differences between a narrative and a script.

33 Most teachers have high expectations of what pupils can achieve and the level of challenge for

different groups of pupils is good in a high percentage of lessons in Key Stage 2. Pupils make good progress in such lessons. Low expectations are characterised by low-level tasks involving unfocused play activities in the Key Stage 1 activity area. In literacy in Key Stage 1, pupils are often given writing activities, which do not encourage pupils to write imaginatively or to use their own knowledge of punctuation.

34 In the majority of lessons the teaching methods are suited to pupils' individual needs. When teaching is satisfactory or good, teachers help pupils to recall, consolidate and build on their previous learning. They relate the content of lessons to pupils' own experiences to help them understand what is being taught. Where teaching is at its best for example, in a mathematics lesson with Years 4 and 5 pupils, the teacher uses careful questioning to encourage pupils to express their ideas and she encourages pupils to use the board to demonstrate their thinking to others. However, in Key Stage 1 in particular, independent group work is not well managed and pupils receive very little input if they are not the group on which the teacher is focussing in the lesson. Also the methods and organisational strategies for teaching some subjects in Class 2 are not appropriate. The afternoon activity sessions planned for both Year 1 and Year 2 pupils are often unchallenging and lack in a clear learning focus.

35 Behaviour is well managed in most classes and in Key Stage 2 it is very well managed. The management of behaviour was identified as a weakness in the previous inspection and this is now a strength of the school. Teachers are firm and fair and very good relationships are evident in most classes. In Year 6 in particular, the teacher uses effective strategies to attract pupils' attention and to motivate and encourage them to work. Praise is used most effectively in Key Stage 2 to encourage pupils including those with behavioural difficulties, to stay on task, to work hard and to do their best.

36 Teachers make satisfactory use of most available resources. They are generally well organised and information technology resources are used effectively in some classes. During the 'Literacy Hour' big books and other resources are used well. The nursery nurse and classroom assistants are used satisfactorily by teaching staff particularly during literacy and numeracy lessons. The use of time is satisfactory in Key Stage 1 and good in Key Stage 2. When it is good, pupils are clear about how long they have for their tasks and there is a good balance between pupils working and teachers explaining. Although the use of time in literacy and numeracy sessions is satisfactory in Key Stage 1, there is evidence of time being wasted in afternoons particularly when pupils are going to work in the activity area. Too much time is spent explaining the range of activities available to the pupils and very little consideration is given to informing pupils what they will be learning.

37 The use of day-to-day assessment is unsatisfactory. Most teachers do identify assessment outcomes and use this information satisfactorily for planning future work. In Class 3 the teacher effectively identifies and shares targets for improvement with each pupil. Each pupil is very aware of what they need to do next to improve. Unfortunately this practice is not consistent throughout the school. Written marking is unsatisfactory, although there is evidence of good use of marking in Year 6. The marking of pupils' work is mostly limited to the giving of praise and is not effectively used to set targets to help them improve their work. In some classes, inappropriate comments are written giving pupils an incorrect evaluation of the quality of their work. Marking was identified as a minor weakness in the previous inspection and has not yet been satisfactorily addressed.

38 The use of homework is satisfactory. Pupils take home books to read and their reading journals create a link between home and school. They also take spelling and number homework. Sometimes they are required to carry out research at home, for example, in design and technology in Year 6, pupils are asked to find out information about bridges. This is then used to influence the lessons involving structures. However, there is no written homework policy in school and there are inconsistencies occurring throughout the school. Consequently some parents are unclear about what the school expects in this area.

4. The curriculum and assessment

39 The school meets statutory requirements to teach all the subjects of the National Curriculum and religious education. It promotes the intellectual, physical and personal development of pupils and prepares them appropriately for the next stage of education. The school has made a good start introducing the National Literacy Strategy but is in the early stages of implementing the National Numeracy Strategy. Additional time is devoted appropriately to religious education. Health and drugs education is linked effectively to personal and social education. Sex education is taught well, by involving children and their parents in working together using work books designed to enable them to explore this area sensitively in the context of a loving, caring and creative God. The curriculum for children under five is good. All the areas of learning are effectively covered, although there are limited opportunities for outdoor play. The provision prepares children well for the programmes of study of the National Curriculum.

40 The school is mainly successful in ensuring that all pupils, including those with special educational needs, have equal access to the curriculum and are fully integrated into the life of the school. However, Year 1 pupils in the reception class, are not always receiving an appropriate curriculum and are sometimes occupied with unfocused free-play activities. Also the methods and organisational strategies for teaching some subjects in Class 2 are not always appropriate. The provision for pupils with special educational needs is good. Individual education plans are carefully drawn up and targets are clear and measurable. Class teachers and support staff match the work to individual need and use appropriate strategies to support these pupils effectively.

41 The school now has an effective structure for long and medium-term planning to ensure that pupils' learning is continuous. Long-term planning provides sufficient guidance to ensure that the National Curriculum and the areas of learning recommended for children under five are covered. Medium-term plans are drawn up by individual teachers termly or half-termly and identify both the learning to be acquired and the activities needed to acquire the learning. The school works closely with other small schools in the area to develop an appropriate curriculum. This is a good initiative, which has resulted in the school producing good schemes of work in some subjects, for example, design and technology, history and geography. The school has plans to enhance the training for the Numeracy Strategy with the co-ordinators from the cluster schools working together to produce a programme of work for mixed age classes.

42 Extra-curricular activities are good. The school provides a wide range of activities including residential visits, cross country running and chess. A variety of sporting activities is provided and competitions with other local schools are organised in netball and football. An appropriate number of staff and pupils are involved in sporting activities. The school takes part in music and poetry festivals.

43 The school has developed an effective and manageable structure for assessing and recording the attainment and progress of pupils. This system has been implemented since the last inspection. Pupils' progress is regularly assessed in all subjects and a 'record of achievement' has been recently introduced. The school now has a potentially good record keeping system in place but as yet this has not had time to impact on attainment as pupils progress through school. This is again an improvement since the last inspection when record keeping was an identified weakness. Assessment information for pupils with special educational needs is used well to plan future work. Baseline assessment in the reception class is used effectively to plan subsequent learning experiences.

44 The last inspection report identified that teachers did not consistently use assessment data to

inform future planning. The school has worked hard to ensure this now happens. New planning proformas have been introduced with an evaluation section for teachers to identify higher and lower attaining pupils. This information is already used to identify the next steps of learning for individuals and groups of pupils. Information from statutory testing, from the optional tests and from other standardised tests used, is also analysed and used appropriately to plan future teaching and learning experiences throughout the school.

4. Pupils' spiritual, moral, social and cultural development

45 The school makes very good provision for pupils' spiritual, moral, social and cultural development.

46 Spiritual development is very good. It is clear that the religious education curriculum and collective worship are integral to school life. The staff are firm in their beliefs and attempt to live these out, especially with respect to their relationships with each other and the children. The school policy clearly states that religious education teaching aims to make a significant contribution to the child's understanding as a spiritual being. There is clear evidence of pupils being encouraged to pray in different ways, including reflection. For example, in some classes calming music is played during registration as an aid to reflection. In Year 3 the use of music and Gregorian chant, to establish an appropriate atmosphere for prayer and reflection, is particularly effective. During these times pupils are encouraged to initiate their own prayers for family, friends and others in need of help or support. For example, when news emerged of a major train crash in London, it led to the spontaneous desire on the part of some pupils to pray for those involved. Links with the church are strong. The parish priest is a regular visitor, much loved by the pupils. Mass celebrations are held, either for the whole school or in class groups. These celebrations are held in both school and church, and parish members are invited, as well as the families of pupils in school.

47 Moral development is good. The school's religious education policy sets out to promote 'a willingness to recognise goodness wherever it exists'. The behaviour policy is based on Gospel values - reconciliation, forgiveness and making reparation. The school believes it to be important that when pupils have done wrong, they understand not just that they have misbehaved, but the effect that this has on others. There is a strong emphasis at all times on reminding pupils of the need to reflect on the consequences of their actions. Strategies that have been particularly successful include the introduction of regular achievers assemblies, and the policy of encouraging classes to develop their own 'codes of conduct' at the beginning of each year. The effectiveness of this approach is demonstrated by significant improvements in the behaviour of the pupils, since the last inspection.

48 Provision for pupils' social development is very good. The school's programme of personal and social education is designed to promote mutual respect, self-discipline and social responsibility. Pupils get on well together and have respect for each other. The school actively encourages older pupils to look after younger ones at lunchtime. A very strong feature of the school's provision is the establishment of 'house assemblies', where a group of pupils drawn from all classes from reception to Year 6 meet weekly, together with their special teacher. Here the pupils are particularly supportive of one another. For example, in assembly, a shy pupil is provided with support and encouragement when she tells the group about her favourite book. There is much evidence of the way pupils are encouraged to participate fully in the community and develop an understanding of citizenship. Harvest celebrations include items brought to school by the pupils, which are then made up into parcels for local people who are elderly, sick or house bound. As part of the 'Sacramental Programme,' pupils are linked with 'Prayer Partners,' nominated by the parish. Some very strong relationships have been developed in this way. Pupils regularly contribute to charity appeals. Examples include the Blue Peter appeal, National Society of Prevention of Cruelty to Children collections, and sending Christmas gifts to Romanian

children. A residential visit to Brettargh Hall in the Lake District also positively enhances pupils' social development.

49 Cultural development is good. The school successfully combines its strong Catholic ethos with an approach that helps pupils to appreciate the diversity and richness of their own and other cultural traditions. Pupils study a range of artists and composers and a variety of music is featured in assemblies. There have been visits to the school by a number of artists and poets, one of whom helped pupils to explore some aspects of African culture. The pupils have also worked with the community poet as part of the local 'Rossfest' celebrations. Last year the school had a 'European week', during which the pupils were asked to find out all they could about a European country. There were language lessons, food tasting, and music was played from the different countries featured. A French class is held as an extra-curricular activity and this is very popular. When a Spanish child speaking no English was admitted, the pupils learned greetings and some simple words in Spanish to make him feel welcome. Some assemblies include stories, prayers and celebrations from other Faiths. The school is developing links with a local Church of England primary school, that has a high Asian intake. Joint visits and projects have been arranged to enable pupils from both communities to work more closely together.

50 The positive ethos of the school supports pupils' spiritual, moral, social and cultural development most effectively.

4. Support, guidance and pupils' welfare

51 This is a very strong area of the school's work and makes a good contribution to pupils' progress. All staff take their responsibility for pastoral care seriously and successfully create a very caring ethos. Relationships are very good and pupils have confidence to share problems with staff. The school is a very orderly community.

52 Pupils are well monitored and their progress carefully checked as they move through the different classes. Since the last inspection the school has developed a useful record-keeping system to monitor progress and is beginning to analyse test results and data to enable it to plan more effectively for the future. The procedures in place for monitoring the progress of pupils with special educational needs are also good.

53 The school has successfully addressed one of the key issues in the previous inspection, namely improving the poor behaviour of some pupils. Behaviour management is now very effective in classrooms and around the school. Most parents praised this aspect of the school's work. Behaviour management is consistent and praise-based. There is good use of a contract system to underpin the behaviour system. Procedures to counteract bullying are clear and understood by pupils.

54 The school's measures to promote attendance and punctuality are good and the school works closely with the Education Welfare Officer in this respect. Registers are taken promptly at the start of each session. They are well kept and conscientiously filled in.

55 There are very good child protection procedures in place, which are explained to all the staff. Where necessary, the school looks after its pupils by means of efficient liaison with support agencies. Special educational needs are well addressed. Health and safety measures are also very good. The headteacher has taken effective steps to ensure the school generally is a safe environment, for example by banning dogs on site and addressing security.

56 The programme of personal social and health education helps to develop pupils' attitudes and opinions and there are very good examples of circle time being used well at all levels. Older pupils develop responsibility for themselves and younger children through the family house system, which unites pupils of differing ages. Topics such as hygiene, healthy eating and environmental issues are covered effectively in science.

4. Partnership with parents and the community

57 The quality of information provided for parents in documents and booklets is good. They are generally supportive of the school, as they made clear in pre inspection meetings and the questionnaire. The information about the school's activities is excellent. A weekly newsletter is produced which includes details of pupils' achievements as well as important dates and lists of visits to the school. Curriculum evenings take place to inform parents of current initiatives, for example the National Literacy Strategy. Parents of pupils of all ages read with them at home. Homework, a weakness mentioned in the last report, is set for various age groups but it is inconsistent and parents are not always clear of what is expected by the school.

58 Parents are informed at an early stage if any problems arise at school. Likewise, parents of children with special educational needs are well involved with their progress. Some parents feel that their complaints are not well handled, (7 of the 34 who replied to the questionnaire). However, the inspection team can not find any evidence to support this concern. Following a period where links between parents and the school were under strain, the current headteacher developed clear procedures for handling complaints and queries, and she takes charge of and notes of such matters. After following up a complaint, the headteacher invites the parent back into school to discuss the outcomes of any investigation.

59 Information about progress was raised as an issue for improvement in the previous inspection. In response, the school has introduced two reporting evenings a year. These take place at the beginning and the end of the year, and provide a valuable way for parents and teachers to discuss how pupils have improved in that period. However, written reports sent at the end of the year do not contain explicit targets for parents to refer to so that they and their children are clear about what they need to do next to improve the standard of their work.

60 The school has a good partnership with the Catholic diocese and the links it has are integral to its caring ethos as a church school. It benefits from hard working governors and parishioners who give good support. There have been interesting contacts with other schools, to enable pupils to value other cultures and extend their community links. The school also makes use of unique connections, such as a relative who used to work in a local cotton mill and who came in to talk to appreciative pupils about her working life, telling them how the area had changed since she was young. Links, such as these, have a positive impact on pupils' progress.

4. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

4. Leadership and management

61 In the previous inspection leadership was said to be good and with the appointment of the new deputy headteacher, the management was considered to be in a position to become even more effective. This has been the case and leadership is now very good indeed. The headteacher provides very clear educational direction and she is effectively supported by a committed deputy headteacher. Positive

relationships have been fostered between staff, governors, parents and pupils and a strong sense of teamwork exists. All involved in the school share the very clear educational direction that is evident in all its work.

62 The governing body is very supportive of the school. Governors are kept well informed about the life of the school through the relevant committees and through regular reports from the headteacher. Governors visit classrooms and observe lessons, and both the literacy and numeracy governors have been actively involved in the implementation of the two national strategies. All governors are kept well informed of curriculum matters through the presentations from the headteacher at governing body meetings. They are involved in school development planning and have a clear strategic long-term plan to address and rectify the deficit budget.

63 Good strategies are in place for supporting and checking teaching and curriculum development. These impact positively on the drive to raise attainment and progress and improve the quality of teaching. Policies or interim policies and programmes of work are in place for most subjects, and these have been produced with the support of the local cluster group of schools considering the implications of the revised National Curriculum in the year 2000. The headteacher undertakes classroom observations and provides teachers with useful feedback. She is very aware of strengths and weaknesses in teaching throughout the school. She also provides regular guidance to support the development of teaching practices. The role of the co-ordinator in monitoring is clearly defined. All co-ordinators monitor long and medium-term planning but as yet they have not carried out classroom observations. The English/literacy and mathematics co-ordinators should have carried out this activity during last term but through unavoidable circumstances this was not possible. However, there is a planned programme in place for the current term.

64 The School Development Plan focuses effectively on the issues raised in the last inspection, current initiatives and identified school priorities. The priorities set realistic and challenging targets to guide the work of the school and raise standards. The plan is carefully costed and measurable success criteria are identified so that the headteacher, management team and governors are able to check the effectiveness of their decisions.

65 There is a very good ethos in the school. Its aims aspire to creating a caring community and developing the potential of its pupils. These aims permeate the life of the school. There is a clear commitment amongst all staff to raising standards and developing a stimulating and motivating learning environment. Pupils are valued and great emphasis is placed on raising their self-esteem. The open and collaborative management style further ensures professional relationships at all levels and a shared sense of purpose amongst the staff. The school has worked hard to create an inclusive learning ethos catering for the needs of all pupils. Parents are very supportive and appreciative of the school's work.

66 All statutory requirements are met including the recommendations of the Code of Practice for pupils with special educational needs. The school has a comprehensive policy for special educational needs. The co-ordinator is well organised and maintains a comprehensive register of the identified pupils. She manages effectively the systems to meet the code's recommendations. The designated governor for special educational needs liaises closely with the co-ordinator.

67 The very good leadership is a key factor in promoting the very good and good teaching that is occurring in the vast majority of lessons, and the good progress and improving standards achieved by the school. As a result of the very good leadership provided by the headteacher, the hard work of the staff and the commitment of the governors there has been very good improvement in all of the key issues identified for action in the previous inspection. The capacity for further improvement is also very good.

4. Staffing, accommodation and learning resources

68 The school has a good number of appropriately qualified and experienced teachers, and an good number of support staff to meet the demands of the National Curriculum, religious education and the education of children under five. There have been several new teachers appointed in recent years. These changes have had a very positive effect on the quality of education provided by the school. Teachers are expected to co-ordinate at least one curriculum subject. They either have appropriate initial qualifications or have undertaken further study in their area of responsibility. Staff who support pupils with special educational needs are effective in helping these pupils to make good progress.

69 There is a good policy for the induction of new members of staff and effective support is provided for all newcomers, including supply teachers and volunteer helpers. There is a teachers' appraisal system, which includes self-review. All staff have job descriptions which are reviewed annually. There is an effective staff development policy that is linked closely to the priorities of the school through the Development Plan. Professional development has contributed to the satisfactory introduction of the National Literacy Framework. Teachers have been appropriately prepared to manage the National Numeracy Strategy and the National Grid for Learning initiative. The school secretary provides good clerical support for the headteacher and makes a very valuable contribution to the efficient running of day-to-day school activities. She provides a friendly welcome to all who visit the school. Overall staffing provision makes a positive impact on standards and quality.

70 There is good accommodation for the delivery of the curriculum with light, well equipped classrooms, and an additional area for practical work in Key Stage 1. There have been significant improvements in the indoor and outdoor accommodation since the last inspection. The new classroom for Year 6 pupils, together with changing rooms and a new library, have all proved very valuable. Significant improvements have been made to the playground surfaces. These have a good range of imaginative markings, which the pupils helped to design. There are plans in place, and a grant has been awarded, to improve the school site still further with a nature area, pond and pupils' gardens. Progress is currently delayed because of problems with drainage. Disabled access to the part of the building occupied by Key Stage 2 pupils, is unsatisfactory, as there are a series of steps to all entrances and no ramp available. The buildings are maintained to a high standard by the cleaning staff and caretaker. Displays are good and contribute to the effective learning environment that exists in the school. A warm and welcoming environment is created for pupils, parents, staff and visitors.

71 The range and quality of resources across the school are good in English and science and satisfactory in mathematics, art, design and technology, geography, history, music and physical education. Resources are accessible to pupils, stored either in classrooms or in central areas. The issue of the lack of resources for science, information technology, art and music, noted in the last inspection report, has been satisfactorily addressed. Indeed, resources for information technology are now good. The new library facility is a significant improvement and is well stocked with both reading and information technology resources. The school makes effective use of the local area for a number of educational visits that enrich the curriculum.

4. The efficiency of the school

72 The headteacher and the finance committee of the governing body manage the school's budget in an effective way. The school has established good systems to make sure that the finances are carefully controlled. The budget is reviewed at the regular meetings of the finance committee and at full meetings of the governing body. The governing body is provided with regular, up-to-date information by the headteacher so that they can monitor spending and play an effective role in ensuring education

developments are supported through careful financial planning.

73 The School Development Plan includes effective costings that are focussed on improving educational outcomes. The finance committee are very aware of how the deficit budget has occurred and there is thorough long-term budgetary planning, which addresses and resolves this deficit. Strategies for evaluating the impact of financial decisions on pupils' attainment have been put in place and this now allows cost effectiveness to be effectively measured.

74 The school makes good use of its available resources. Teachers and non-teaching staff are effectively deployed throughout the school. Mid-day assistants, caretaking and cleaning staff are all well deployed and they make a good contribution to the smooth running of the school and the high standard of cleanliness observed. The deployment of the nursery nurse has been successfully addressed so she is effectively targeted on supporting pupils' learning during literacy and numeracy lessons. This is having a positive effect on standards achieved by pupils particularly in reading. However, her deployment in the afternoons in the activity area is less successful and the pace of learning for Key Stage 1 pupils in some subjects is unsatisfactory. Pupils with special educational needs are well supported within classes. All resources are well deployed, accessible and regularly reviewed by co-ordinators. The library is used effectively to promote pupils' reading and research skills.

75 Day to day administration is very effective. The school is well administered and systems of financial control are of a high quality. There are very good systems in place for ordering, checking and paying for stock, and an up-to-date inventory of resources is kept. The last auditor's report reflects these findings and gave the school a number of minor recommendations, which have been acted upon. The school administrator supports the running of the school and the work of the teachers in a very efficient way. Her office acts effectively as an administrative centre and a focal point for parents and visitors.

76 The income per pupil is well above that found in schools nationally. The school enables pupils to make satisfactory progress, promotes positive attitudes to learning, and provides a good quality of education. This overall provision represents satisfactory value for money and shows an improvement since the last inspection when value for money was judged to be less than reasonable.

4. PART B: CURRICULUM AREAS AND SUBJECTS

4. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77 Children are admitted to the school at the beginning of the year in which they will have their fifth birthday and join a class of reception and Year 1 pupils. There are currently 17 children in reception of whom 14 are aged 4 years of age. In this class, they are given a good start to their education, which results in secure foundations being laid for the future demands of the National Curriculum. A good range of first hand experiences, covering all six areas of learning is offered within a broad and balanced curriculum. When children start school their skills in literacy and mathematics are below those expected for their age. They make good progress in this class so that when transfer to Key Stage 1, their attainment is in line with that expected for their age.

4. Personal and Social Development

78 In personal and social development children make good progress in learning to play peaceably with others and to share and co-operate. Most children are able to look after their personal hygiene and can dress and undress themselves for physical education activities with some support. Children's

attitudes to learning are positive and their response in lessons is good. They behave appropriately and are aware of right and wrong. In structured activities they are willing to take turns and listen to each other. During circle time children take it in turns to pass the stone and speak when they are holding it. They show sensitivity to the responses of others and are beginning to show a developing respect for others' feelings. However, when they are sitting on the carpet they do not always wait their turn to answer questions and due to excitement they do call out inappropriately from time to time.

4. Language and Literacy

79 Children make good progress in the development of language and literacy. The majority of children enjoy listening to stories and rhymes. When choosing a book, they hold it the correct way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise and find their own names each morning as they enter the classroom. A number of children are able to recognise the letters 'a' and 'c'. They are able to associate sounds with words and identify the words 'Annie', 'apple' and 'alligator' from the big book whilst the teacher is reading. They are able to find objects, pictures and words beginning with the letter 'a' around the classroom. The children communicate meaning through pictures, letters and words. They are beginning to form some letters correctly. Children enjoy mark making and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. A small minority write their names accurately and form letters of a consistent size.

4. Mathematics

80 Children make good progress in mathematical development. The majority of pupils are able to count to 10 and higher attaining pupils to 20. They are beginning to use mathematical vocabulary to describe shapes and can arrange rectangles, squares and circles into sets. The children enjoy number rhymes and counting games, and for example, can hold up eight fingers when the teacher asks them to so. They recognise and order numbers on a numberline. Most children play simple mathematical games and write numerals correctly to at least 5. The mathematical vocabulary of the majority of children is limited and some find it difficult to apply what they have learned in a practical situation.

4. Knowledge and Understanding

81 Children make good progress in their knowledge and understanding of the world. They can talk about themselves and their families. They are able to make choices about the sort of 'healthy' milkshake they would like to make – apple, pear or banana. They are able to evaluate the product in terms of likes and dislikes but very few are able to provide reasons for their answers. Progress is made in learning about health and safety and considering why their hands need to be clean when working with food. Children use the computer to support their development of visual awareness and fine motor control. Keyboard skills are developing well. When making models children select sensibly from a range of materials.

4. Creative Development

82 Children make good progress in the creative area of learning. Following an effective demonstration by the teacher, children clap hands enthusiastically in response to a rhythm. They can sing most of a simple repeating song, keeping in time and in tune with the tape. They use a range of

materials to create representative images, choosing colours and equipment confidently, although in most cases their drawings are immature. Children enjoy role-play games and activities, for example, when playing in the 'Optician's.'

4. Physical Development

83 Children make good progress in physical development. They demonstrate appropriate skills in manipulating scissors, writing tools and painting. In physical education lessons children are able to demonstrate the basic travelling actions of walking, running, skipping and hopping. They show an increasing awareness and control of their own and others' space. Children develop suitable co-ordination skills by playing with a variety of resources including sand and water trays. However, limited opportunities are provided for outdoor play activities as there is no designated secure area, but this does not have a negative impact upon pupils' physical development

Teaching and the Curriculum.

84 The quality of teaching for children under five is good. Planning clearly identifies the learning to be acquired and activities are matched to pupils' interest and prior attainment. Questions are used effectively to assess learning and challenge pupils of different attainment as demonstrated during the mathematics and physical education lessons. Children with special education needs are well supported by the class teacher, nursery nurse and parent helpers. Occasionally the free-play activities lack focus and then children do not make as good progress. There are effective guidelines for planning continuous experiences for children in all six areas of learning. The classroom is structured and planned to provide a range of activities to support children's development in these areas. This is an improvement since the last inspection. The daily organisation provides an appropriate balance between directed and free choice activities. New planning formats have been introduced to provide continuity from reception to Key Stage 1 to ensure progression in knowledge skills and understanding. Baseline assessment is in place and the information from these assessments is used well to plan future learning experiences.

85 Resources for the early years are satisfactory and used effectively to support learning. There is no area for planned outdoor play, which can be used on a regular basis and the school does not have large outdoor play equipment.

4. ENGLISH, MATHEMATICS AND SCIENCE

4. English

86 The results of the 1998 National Curriculum tests for eleven-year-olds are broadly in line with the national average in English and broadly in line with the average for schools in similar circumstances. The percentage of pupils attaining the higher levels is close to the national average. Over the last three years from 1996 to 1998 pupils' performance in English has been close to the national average. The performance of boys has been much better than that of girls for the past three years. Taken over the three years boys' performance averages out at more than nine months better than girls. In 1999 the percentage of pupils attaining the level expected for eleven-year-olds has dipped slightly. During the testing period there were unavoidable pupil absences and in small cohorts of pupils slight variations can be expected. The attainment of the majority of pupils currently in Year 6 is in line with the standard

expected in reading but below that expected in writing.

87 The 1998 test and tasks results at the end of Key Stage 1 indicate pupils' results in reading are broadly in line with the national average and broadly in line with the average for similar schools. In writing, pupils' results are well below the national average and well below average for similar schools. The percentage of pupils attaining the higher levels is well above the national average in reading and close to the national average in writing. Over the past two years from 1997 to 1998 pupils' performance is well below the national average in reading and in writing. The performance of girls has been slightly better than that of boys in both subjects. In 1999 pupils' results improved in all aspects of English. The attainment of the present Year 2 cohort is in line with the standard expected for reading but is below that expected for writing. Clearly the attainment of pupils in writing is not good enough and is due to the unsatisfactory progress made throughout Key Stage 1.

88 Pupils make satisfactory progress in speaking and listening in both key stages and attainment is in line with the national expectation. Pupils in Years 1 and 2 express themselves clearly and speak in sentences when answering questions about the poem "Left Out." They empathise with the character in the poem and confidently discuss how they would feel in similar circumstances. Words such as "lonely" and "sad" are used. In Year 3, pupils learn to give instructions and to develop their ideas verbally. In Years 4 and 5, pupils use interesting descriptions in their verbal responses and in Year 6 they discuss the differences between narrative and play scripts. All pupils listen carefully to the class teacher and to each other and become increasingly more confident as they speak to adults. They are particularly attentive during the beginning of the 'Literacy Hour.' Older pupils make suggestions and discuss issues at levels expected for their age. Their use of Standard English is satisfactory.

89 Progress in reading is satisfactory throughout Key Stage 1. Pupils are confident when talking about books that have been introduced during the first part of the 'Literacy Hour.' Most recognise the relevant age related key words identified in the National Literacy Framework and use these to help make sense of what they read in general. They use a variety of strategies to help them decode unfamiliar words and they acquire a satisfactory phonic awareness. Year 2 pupils read aloud well with some higher attaining pupils reading with very good expression. Nearly all pupils demonstrate a satisfactory understanding of the stories and poems they are reading. Most pupils readily share books with adults, talk about the stories they read and take books home to share with parents. However they do not always apply the skills taught during the whole class session and this is hampering their progress in independent work. In Key Stage 2, progress in reading is also satisfactory. Pupils use their reading skills to explore a range of different texts including poetry, fiction and non-fiction. They discuss confidently plot, character and setting and make reference to the text when explaining their views. Year 6 pupils talk about favourite books and authors and are developing a sound ability to evaluate characters and events within them. By Year 6, pupils have developed a preference for a specific reading 'genre.' There are a good number of avid readers. Pupils read more challenging texts such as a 'Midsummer Night's Dream.' In both key stages most pupils know how to use a content and index. Older pupils know how to use a dictionary, encyclopedia and a thesaurus. Referencing skills are satisfactory.

90 Progress in writing, including spelling, handwriting and presentation is unsatisfactory in both key stages. Despite the good grounding provided in the reception class, the older Key Stage 1 pupils are not presenting their work in a satisfactory manner. Their written work is often restricted to commercial exercises with little evidence of pupils writing extended pieces. Their ability to write stories is limited and even the pupils with the potential for high attainment are not showing signs of moving beyond the levels expected for their age. Spelling is not sufficiently developed and pupils have too few strategies by which they can extend their vocabulary. Although they learn about punctuation and grammar in the whole class sessions they do not apply this knowledge to their individual work. There is too much evidence of copy writing in this key stage and too few opportunities are offered for pupils to write independently. Very few pupils are confident enough to join their letters and writing is often a mix of printing and cursive writing. In Key Stage 2, although pupils are provided with more opportunities to

write independently, many are unable to write with a clear cursive style and use appropriate spelling. Although progress is better, many pupils do not take advantage of the process of drafting their work to improve on their original writing. Presentation of work throughout the school is unsatisfactory and although the quality of writing is often good the general appearance is unsatisfactory.

91 Pupils with special educational needs make good progress. All staff are good in addressing the needs of all these pupils, particularly those with behavioural difficulties.

92 Literacy skills are used satisfactorily to support pupils' learning in other areas of the curriculum. In some classes, for example in science, pupils use their literacy skills when they are involved in research writing of an investigative nature. Their knowledge of how to use the content and index pages in an atlas supports them to find locations in the United Kingdom and elsewhere in the world. They use their literacy skills satisfactorily in designing and making activities, for example, labelling their own designs.

93 Pupils' attitudes to English are good and so is their behaviour. These factors make a positive contribution to their learning. They respond well to direct teaching and form good relationships with adults and each other. Pupils respond well to praise and encouragement and levels of concentration are good. Pupils show they are able to give undivided attention during the first half of the 'Literacy Hour.' They particularly enjoy these initial sessions. They are keen to answer questions and participate fully in the lesson. During the second half there is some variation of response with Key Stage 1 pupils finding it difficult to settle. In these instances these pupils do not achieve the desired outcome with work often being incomplete. Pupils take care of books and equipment, but do not take enough pride in their finished efforts with presentation often being unsatisfactory. However, pupils do enjoy literacy lessons and English makes a positive contribution to pupils' spiritual, moral, social and cultural development.

94 The quality of teaching is never less than satisfactory. In Key Stage 1, teaching is satisfactory in all lessons and in Key Stage 2, teaching is good in all lessons seen. Throughout the school, teachers have a secure knowledge and understanding of how to teach the National Literacy Strategy. Most use open-ended questions effectively to encourage pupils to speak and to construct their own questions and comments. In Key Stage 2, they build effectively on pupils' responses and reinforce this work in other subjects. Teachers however, are less secure on how to teach successfully handwriting and spelling. Planning is effective and addresses all aspects of the 'Literacy Hour' Teachers brief support staff well and use them effectively particularly in the 'guided reading' sessions. Most teachers ensure that pupils know at the beginning of a lesson what they are expected to learn during it. Final plenary sessions are used effectively to evaluate with the pupils whether the learning has in fact taken place. Teachers and other adults establish very good relationships with pupils. The behaviour policy is effectively implemented in literacy sessions, keeping pupils on task and well motivated. In Key Stage 2, time and resources are used very effectively to promote learning. In Key Stage 1, resources are used effectively but there is an element of time wasting during independent work. Written marking is not used effectively by all teachers to help pupils improve. Although in Class 5 there are some good examples of marking practice. In some classes inappropriate comments are written giving pupils an incorrect evaluation of the quality of their work. There is no homework policy for English and the use of homework is inconsistent. Where homework is given, it complements the work done in the classroom.

95 Leadership is good. The coordinator is knowledgeable and interested in the subject. She is aware of the need to improve handwriting, spelling and presentation and there are plans to begin to address these issues in the near future. She monitors medium-term planning but has not yet monitored teaching. There were clear intentions for this to happen last term but changing circumstances resulted in cancellation of the plans. There is a timetable in place for monitoring to begin during this term. The headteacher monitors teachers' short-term planning and has been in classrooms to monitor teaching. End-of-key-stage assessment data has been thoroughly analysed and strengths and weaknesses have

been discussed with the staff. Learning targets have been identified in some classes. For example, in Year 3, all pupils have a target for improvement identified on their desk. The governors have received regular reports on the effectiveness of the National Literacy Strategy and the literacy governor has regularly visited classrooms to observe literacy sessions. All these measures are beginning to impact positively on standards of attainment.

96 Since the last inspection the resources available for English, including the range of books have been much improved, mainly by the funding of the National Literacy Strategy. The resources are used well. The library is well developed as a learning resource. The use of information technology for word processing is satisfactory. The school has worked hard and has achieved some success in improving standards of attainment and progress in English in both key stages. All statutory requirements are met.

4. Mathematics

97 In mathematics, the 1998 National Curriculum test results for eleven-year-olds were above the national average, and also above the average for similar schools. The percentage of pupils achieving the higher grades in the tests was well above the national average. The results rose between 1996 and 1998. The results of the 1999 National Curriculum tests indicate that attainment has fallen by 4 per cent but in small cohorts of pupils slight variations from year to year can be expected. There were also unavoidable pupil absences during the testing period. Fewer pupils also achieved the higher grades in mathematics in this key stage. The attainment of pupils currently in Year 6 is in line with the national average.

98 The 1998 test and assessment results at the end of Key Stage 1 indicate that attainment was well below the national average in mathematics, and well below the results achieved by pupils in similar schools. The percentage of pupils reaching the higher grades was close to the national average. There has been a significant improvement in attainment at the end of Key Stage 1. The results of the 1999 National Curriculum tests indicate that attainment has risen by 22 per cent. The test results rose steadily between 1997 and 1999. The attainment of pupils currently in Year 2 is in line with the national average.

99 Progress is satisfactory in both key stages. The progress of pupils with special educational needs is good. However, the quality of handwriting, and the presentation of work generally, is unsatisfactory. In Year 1, pupils count confidently, for example, they count forwards to, and backwards from 50. Pupils of average attainment identify missing numbers on the number chart and higher attaining pupils write and place in sequence numbers up to 100. Most count to and from 20 and can order groups of objects containing between 1 and 10 items. They use the mathematical names for two and three-dimensional shapes and most are able to describe their properties. They continue sequences of repeating patterns with 2 and 3 shapes, both forwards and backwards. In Year 2, pupils produce more complex plane shapes by using elastic bands on geoboards. They make hexagons, pentagons and octagons, learn their names and are able to describe their properties. Investigation and problem solving work is developing well, and pupils use and apply mathematics in practical every day tasks. Most pupils, including pupils with special educational needs, use mathematical terms correctly, discuss their work, and clearly explain what they are doing. By the end of Key Stage 1, pupils count sets of objects reliably and most order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems and recognise sequences of numbers including odd and even numbers.

100 In Key Stage 2, pupils build effectively on the skills previously acquired and progress is satisfactory. In Year 3, pupils gain confidence in manipulating numbers in a variety of ways. For example, the majority count readily in 5s and answer a wide range of questions using this knowledge. They have a secure knowledge of number bonds to 20. They identify a wide range of different plane

shapes and use mathematical dictionaries to good effect to identify new shapes. They use mirrors with confidence when learning about symmetry. In Year 4, pupils' understanding of decimal fractions is developing well. For example, they order numbers from 0.1 to 1.0 and double and halve decimals to 1.0. In Year 5, good progress is made in estimating the perimeters of shapes, before measuring them to check for accuracy. By the end of the key stage, pupils know their multiplication tables and use this knowledge to solve a variety of problems, using decimals, fractions and percentages. The majority of pupils are able to find fractional equivalence with some support and all are aware of how to find the decimal equivalence using a calculator. They successfully develop the confidence to reduce fractions to their simplest form. There is evidence of good work in data handling, with examples of frequency diagrams and bar, line and pie charts. Work on probability is well developed.

101 There are some satisfactory examples of pupils using numeracy skills in other subjects. For example, in science, pupils in Years 4 and 5 use knowledge of angles when investigating properties of light. In geography, Year 6 pupils work with co-ordinates and grid references when using maps of the local area.

102 Pupils' attitudes to learning is good at both key stages. The great majority enjoy their lessons, listen attentively to their teachers and sustain concentration throughout an activity. Behaviour is consistently good and there has been a great improvement since the last inspection. Pupils are very willing to contribute their ideas and gain much satisfaction from joining in during discussion sessions. For example, in Years 4 and 5, pupils respond enthusiastically to an oral activity using large scale decimal and fraction cards. Pupils demonstrate a willingness to be flexible and creative in their approach to problem solving. For example, in Year 5, pupils are happy to tackle problems in a variety of ways when working with plastic shapes to draw and then measure perimeters. Throughout Key Stage 2, pupils are able to work collaboratively and are very supportive of others in their class. For example, Year 3 pupils, during group work share mirrors in a very mature fashion when studying symmetry. In the same class, pupils offer spontaneous applause when one of their group performs particularly well in a numeracy task. When working in class they look after, and share equipment well.

103 The quality of teaching is at least satisfactory in all lessons seen and in fifty-seven per cent of lessons it is good. At Key Stage 1, all lessons are at least satisfactory with fifty per cent of lessons being good. At Key Stage 2 all lessons are at least satisfactory with sixty per cent being good. All teachers demonstrate secure knowledge of the subject and they use this effectively to help develop and reinforce pupils' knowledge and understanding. They encourage and require children to use correct mathematical language, ask challenging questions and help pupils correct their misconceptions. Good teaching is characterised by thorough planning which clearly specifies the learning and the specific language of each lesson. A good example of this is in Class 4, where the teacher constantly reminds the children of the mathematical language of fractions and decimals. Communication and teamwork are very good, and teaching assistants are well prepared by staff. There is no homework policy for mathematics and the use of homework is inconsistent. Where homework is given, it complements the work done in the classroom. The quality of teaching has improved significantly since the last inspection.

104 The mathematics curriculum is broad and balanced. All classes have begun to introduce the National Numeracy Strategy but this is at an early stage of development. Lessons commence with a mental mathematics session, which is proving effective in improving pupil's mental arithmetic skills. However, in some instances the mental and oral work is insufficiently challenging. The school has produced an action plan and this is carefully structured to include a time scale for implementation of the strategy. Teachers' planning is good. The long-term plan is firmly based on the school's mathematics policy, which is a very comprehensive and useful document. In addition to a statement of aims and objectives, it includes teaching guidelines, advice on the use of calculators, monitoring and assessment, marking and reporting to parents. Teachers undertake detailed planning on a day-to-day basis. Assessment is regularly carried out and provides evidence of progress, which is carefully recorded.

Where marking of work is particularly successful, it includes evaluative commentary and target setting. However, much of the marking is not to this standard and does not sufficiently identify how pupils may improve their work.

105 Mathematics is well managed. The experienced co-ordinator has excellent knowledge of the subject, but as yet has had limited opportunity to monitor the quality of teaching and the implementation of the National Numeracy Strategy. The school has plans to address this issue. The school has worked hard to improve mathematics for all pupils since the last inspection. The mathematics curriculum meets statutory requirements.

4. Science

106 The results of the National Curriculum tests for eleven-year-olds in 1998 show pupils' results at the end of Key Stage 2 are in line with the national average. In comparison with similar schools pupils' results in the science tests are well above average. Over the last three years pupils' results are improving. The results of the statutory teacher assessments for seven-year-olds in 1998 indicate that pupils' results are above the national average. Standards have improved since the last inspection when pupils' performance in science was found to be below average in both key stages and was identified as a key issue for improvement. Attainment of pupils currently at the end of both key stages is in line with the national average.

107 Pupils make satisfactory progress in developing their scientific knowledge in Key Stage 1. Pupils in Year 1 label parts of a flower using appropriate vocabulary such as, leaf, petal, bud, root and bulb. They discuss healthy eating and understand the importance of exercise. Pupils identify electrical appliances in the home and know electricity is dangerous. In Year 2, pupils make a simple electric circuit and draw a diagram. Pupils describe how heating and cooling can change materials. They know if chocolate or butter is put in a dish on a radiator it will melt. Generally, however, they are limited in their ability to respond to questions about experimental and investigative science and progress is unsatisfactory in the area of scientific investigation. Examination of pupils' books in Years 1 and 2 and discussions with groups of pupils show little evidence of pupils carrying out investigations independently and few pupils are able to plan an experiment. There is little evidence of pupils making records of observations and measurements. In the one lesson observed in Class 2, pupils are not given the opportunity to investigate beyond the experimental stage. The teacher's expectation of what pupils can do is low and pupils are not sufficiently challenged.

108 Progress in pupils acquiring scientific knowledge is satisfactory in Key Stage 2 but in experimental and investigative science progress is good. Pupils in Year 3 investigate tooth decay using eggshells and different kinds of liquids, including, red wine, pure orange juice, water and vinegar. They set up an investigation to find out what causes tooth decay. As they carry out a fair test they know what to change and what to keep the same and are able to record their results clearly. Pupils in Class 4 make careful observations and measure angles using a protractor as they develop their understanding of mirrors, and the properties of light. In Year 6, pupils can explain that sounds are produced when objects vibrate. They recognise that sound travels through solids, water and air. Higher attaining pupils describe ways in which the pitch of a sound can be raised or lowered. Pupils acquire and use a wide range of scientific vocabulary during their investigations. They are encouraged to formulate questions and design experiments to test out their ideas. They know how to use a variety of recording formats including graphs, bar charts and diagrams.

109 Pupils with special educational needs make good progress. All staff are good in addressing the needs of all these pupils, particularly those with behavioural difficulties.

110 Pupils' attitudes to learning are satisfactory in Key Stage 1 and good in Key Stage 2. When given the opportunity they handle resources carefully as demonstrated in Class 2, when pupils experiment with a range of materials for exploring their senses. In Key Stage 2, pupils organise their own resources and work together co-operatively and collaboratively, sharing resources and discussing their observations. Pupils with special educational needs have a positive attitude to learning and are able to sustain concentration appropriately.

111 Teaching in Key Stage 1 in the one lesson observed was unsatisfactory. Here, time is not well managed and pace is slow. Pupils are not challenged, the activity is inappropriate and does not develop scientific understanding. There are no opportunities for pupils to develop independence or to work collaboratively with others. In Key Stage 2 teaching is good. Relationships between staff and pupils are generally positive. Planning is detailed and teachers clearly identify the learning to be acquired activities are well matched to the age and prior attainment of the pupils. Pupils are challenged through effective questioning and understanding is developed through purposeful feed back, which encourages them to think about and evaluate their work. A variety of teaching strategies are used, including explanation, demonstration and discussion to motivate pupils to work independently. The marking of pupil's work throughout the school does not provide quality feed back to pupils about what they do well and how they may improve their work. There is no homework policy for science and the use of homework is inconsistent. Where homework is given, it complements the work done in the classroom.

112 The curriculum meets statutory requirements. Medium-term planning identifies the learning to be acquired against which pupils' attainment is assessed at the end of a topic. The results of the assessment are used to inform future planning. Since the previous inspection teachers have improved procedures for assessing and recording pupils' attainment. There is no evidence of information technology being used to influence standards in this subject. There are opportunities for pupils to develop and use skills taught in the 'Literacy Hour.' They use different types of writing, for example, note taking and report writing. The National Numeracy Strategy is still in the early stages of implementation but numeracy skills such as reading and interpreting graphs and charts are used in this subject.

113 The subject co-ordinator provides effective leadership and has undertaken training to improve his own subject knowledge. There is a planned programme of inset to support other members of staff in areas of insecurity. Although the co-ordinator monitors planning there are no planned opportunities to monitor teaching or learning. Good quality resources have been purchased since the last inspection and these have impacted positively on attainment.

4. OTHER SUBJECTS OR COURSES

4. Information Technology

114 The attainment the majority of pupils currently at the end of both key stages is in line with the national expectation and progress is satisfactory. During the inspection a limited amount of teaching was seen. Judgements are based on scrutiny of pupils' work and displays, discussions with teachers and pupils, the school policy and planning documents. Pupils with special educational needs make satisfactory progress in both key stages.

115 Progress is satisfactory in Key Stage 1. In Year 1, the skills of communicating information and handling data are beginning to emerge. Pupils use computers to learn about shapes in their maths lesson and use a publishing program to demonstrate their ability to word process simple text and add clip art

illustrations. They also produce work of an appropriate standard about pets, homes, transport and dinosaurs, using the talking topics on a CD-ROM. In Year 2, these skills develop further and pictures become more elaborate with extended text as for example, pupils read a menu and decide upon a picture to write about. They are able to use the keyboard to type in simple sentences, change to upper case letters and they know how to move on to a new line and how to delete a mistake.

116 Progress continues to be satisfactory in Key Stage 2. In Year 3, most pupils are able to name the parts of the computer, for example, 'hard drive', 'CD-ROM' and 'floppy disc'. Pairs of pupils work together to cut and paste text and pictures, demonstrating satisfactory mouse control. With support they can enlarge and reduce a picture. They are familiar with the use of the digital camera and can cut and paste captions to label pictures of the school site. An example of high quality work is seen in Year 3, when pupils use software to create safety notices and signs. In the same class, two pupils confidently explain how to use an adventure program, demonstrating their ability to use the program and exit and re-enter at a later stage without having to start again at the beginning. In Years 4 and 5, word processing skills are further developed. Here, pupils demonstrate their ability to underline text and to change font and text size. There are examples of multimedia work where pupils have downloaded images from a CD-ROM and added their own text. There are also some examples of pupils' ability to handle data by using a program to produce bar graphs and pie charts. In Year 6, pupils employ their word-processing skills to create their own 'Year 6 Resolutions.' They produce a range of flyers to advertise their favourite books. In doing so pupils demonstrate their ability to use a range of fonts including italics, to create headings, use various text alignments and select alternative borders and backgrounds. They also illustrate their work with images drawn from clip art files. In this class they are introduced to the Internet and learn how to use E-mail. Control and modelling skills are less satisfactory and few examples were seen. These areas remain underdeveloped, particularly at the higher levels.

117 Information technology makes a good contribution to literacy and numeracy across the curriculum, and pupils use their literacy and numeracy skills effectively in these aspects and other subjects. For example, in Year 3, pupils use a program to enhance their understanding of map work. This links in with the geography they are doing about Haslingden town centre. In Year 1, pupils use the computer to play a sentence building game in a literacy lesson. In science, pupils work in pairs, extracting information from the 'Human Body' CD-ROM. In history pupils use the word processor to write about famous people. Pupils use numeracy skills when working with graphs, databases and spreadsheets.

118 Pupils' attitudes to the subject are good. They show interest in their work, sustain concentration and behave well. For example, Year 3 pupils are enthusiastic and listen carefully to the teacher when being introduced to a new program. These pupils work co-operatively in pairs, and are able to work independently, in a mature and sensible manner, when the teacher is teaching other pupils elsewhere in the classroom. Pupils in Years 5 and 6 speak confidently about their use of computers. They look after the equipment well and treat it with care. Higher attaining pupils readily show their less confident friends how to improve their skills.

119 Teaching is satisfactory in both key stages. Lessons are based firmly on the programme of study and planning sets out clearly the skill to be learnt by the pupils. This is explained to the pupils at the beginning of the lesson. At other times teachers interact appropriately with pupils, ensuring they understand how to operate the computers, helping them to gain confidence and intervening to assess and give feedback. Expectations of pupils, especially in Key Stage 2, are high as evidenced by the quality of work produced. However, computers are not always in use in lessons and this results in some inefficiency in the use of resources. Assessment is satisfactory. The co-ordinator has produced a useful individual pupil 'record of achievement,' which is to be introduced throughout the school in November 1999.

120 The curriculum is very well planned with extensive documentation being available to teachers and support staff. There is a comprehensive ICT development plan, which includes the school policy document and dated action plan, together with equipment and software audit information. The clear and very helpful scheme of work provides ample examples of expectations for each year group. The management of the subject is good. The co-ordinator monitors progress informally and provides support for colleagues on request. He reviews planning and monitors pupils' progress by examining samples of their work.

121 The school has invested a good deal of energy and finance recently in its attempts to raise attainment in this subject. Staff training has been held and additional up-to-date resources purchased to give pupils access to the range of skills required to make good progress. The information and communication technology curriculum meets statutory requirements.

4.

Art

122 Due to timetabling arrangements there was opportunity to observe only two lessons during the inspection. However, a scrutiny of pupils' work and teachers' planning, and interviews with staff and pupils indicates that all pupils make satisfactory progress and achieve standards commensurate with their ages as they move through both key stages.

123 In Year 1, pupils learn to hold a brush and pencil correctly and readily grasp the many opportunities to practice a variety of skills, including the tactile experience of finger painting. Pupils learn to mix two colours together confidently to create a different one. Pupils in Year 2 look at the work of the artist Monet and use paint effectively to create pictures in his style. They also explore the work of Seurat and produce a picture in his style experimenting with 'pointillism.' Throughout Key Stage 1, pupils use a variety of media to develop satisfactorily their ability to express their ideas and feelings through art.

124 As pupils pass through Key Stage 2, they develop appropriately their skills in drawing by giving attention to the way they use line, tone, texture, colour and form. They develop appropriate skills in colour mixing to achieve different colours and learn about the work of famous artists. This is evident in Years 4 and 5 when pupils show they are able to use a range of media to create pictures in the style of Pissaro. Pupils in Year 3 use a graphics package on the computer effectively to create a range of pictures and patterns. Pupils show they can appraise their work as it develops.

125 Pupils with special educational needs in both key stages are fully involved in art activities and make good progress. This progress is largely due to good support from teachers and support staff.

126 Pupils' attitudes to learning are positive and their response is good. They are fully engaged with the activities presented and show interest and enjoyment in their work. They listen carefully and are very willing to answer questions. Pupils collaborate well and are willing to listen to the views of others. They handle the art resources and equipment with care.

127 It was not possible to make a secure judgement about the quality of teaching overall as only three lessons were observed. In two lessons, in Year 3 and in Years 4 and 5 the teaching is good and in Years 1 and 2 teaching is satisfactory. In the good lessons, teachers plan well and have good classroom management and organisational skills. They give pupils positive feedback and support them well during lessons. Lessons are well prepared with suitable resources being available for pupils to use. Planning takes appropriate account of knowledge, skills and techniques. The teachers have good knowledge and

expertise and are able to demonstrate techniques to pupils, which improve their knowledge, understanding and skills in the subject. In Key Stage 1 pupils would benefit from more direct input from the teacher during independent work and being provided with discussion about how to improve their work.

128 As in the last inspection there is no co-ordinator for this subject but the subject is ably supported by the headteacher. There is no scheme of work but there are plans to address this in the near future through working with the local cluster group of schools. There are adequate resources for learning that are well managed and used effectively throughout the school. Art makes a positive contribution to pupils' spiritual, moral, social and cultural development.

4. Design and Technology

129 In design and technology only two lessons were observed and so judgments are made based on these lesson, scrutiny of teachers planning, children's work and interviews with children. Pupils make satisfactory progress in both Key Stage 1 and 2 and they achieve standards commensurate with their ages. Progress for pupils, with special educational needs, is good in both design and making skills. This progress is largely due to good support from teachers and support staff.

130 Pupils make appropriate use of numeracy skills in design and technology for estimation, measurement and with older pupils linking surveys of food preferences to work on databases in information and communication technology. They use their literacy skills satisfactorily in designing and making activities, for example, labelling their own designs and researching how 'Pop Up' books work.

131 By the age of seven, pupils use conventional classroom tools and materials, such as dough, scissors, rulers, staplers, glue and sticky tape, and can choose appropriately from a number of joining techniques. In Year 1, pupils make decisions about the ingredients necessary for a healthy drink. They evaluate the finished product and comment on what they like and why. They learn about health and safety issues, for example, how to use a knife safely. They also learn about the importance of clean hands and equipment when preparing food.

132 By the age of eleven, pupils have made products from a good range of materials, including food, and know a good number of joining and finishing techniques. They understand some technical vocabulary, and can discuss how products are constructed. They learn about structures in the context of bridges. AS Year 3 pupils explore the different ways in making moving books they learn about how different mechanisms can be constructed to make different types of movement.

133 Attitudes to work in design and technology are good. Pupils enjoy activities and work hard. They are keen to share their designs with the teacher and the rest of the class, but sit quietly and listen when it is someone else's turn to speak. Even the youngest pupils work very well together. They enjoy the practical nature of the subject and respond well to contexts, which they understand but set them a challenge.

134 It is not possible to make an overall judgement on teaching but in the lesson seen in Key Stage 1, teaching is satisfactory and in Key Stage 2 lesson, teaching is good. Both lessons are well planned and effectively resourced. Good attention is given to the design element of the subject. The Year 3 teacher has good subject knowledge and teaches with enthusiasm. This helps him to focus questions and comments to help pupils make effective progress. Pupils are well organised and behaviour well managed so that good use can be made of the time. The teacher has appropriate expectations of what pupils will undertake in Key Stage 1 but in Year 3 expectations are high. One group of pupils has researched how a moving wheel works and has devised a series of instructions to explain this to the rest

of the class. Other pupils are now trying to implement their instructions. Meanwhile another group is researching into how a hinge works and preparing the information for the next lesson. Good links are made with literacy using a book as a stimulus for developing design and technology skills.

135 The curriculum is broad and balanced. Pupils experience a wide range of appropriately resourced activities and the management of the subject is effectively established. The co-ordinator provides good support for his colleagues within the time available to him. The draft scheme of work which has been produced with regard to the National Curriculum 2000 is good and is an effective document to support teaching and learning in this subject. Resources are satisfactory for the current projects. Tools and materials are well organised to ensure that the appropriate resources are available for forthcoming activities.

4.

Geography

136 All pupils make satisfactory progress as they move through the school and achieve standards in line with what is expected for their ages. During the inspection no geography lessons were seen at Key Stage 1. Judgements are based on scrutiny of pupils' work and displays, discussions with teachers and pupils, the school policy and planning documents. Pupils with special educational needs make satisfactory progress in both key stages.

137 In Year 2, map work is to a satisfactory standard, with examples of real maps of Great Britain and the world. Pupils complete work with co-ordinates and simple grid references and produce their own posters advertising trips to the seaside. In Year 3 pupils undertake a study of the local area. They identify photographs of the school created on the digital camera, and relate these images to locations on the school plan. Pupils use information technology well to create composite image/text presentations. They can locate the school and church on large-scale maps of the town, and the majority can find their own houses and trace their routes to school. In Year 6, pupils learn about the local area in more detail and undertake a detailed study of the town centre. As part of this work they discuss the reasons limiting the range of shops which are located in the town and consider why Haslingden has no large supermarket. They study the town plan to identify a suitable site for such a development and consider issues such as access, facilities and economic viability.

1 Geography provides good scope to develop literacy skills, particularly at Key Stage 2, and the school makes appropriate use of these opportunities in terms of speaking and listening and reading, but misses opportunities to develop writing. In most of the samples of work examined, there is little evidence of independent writing or of writing for different audiences. Handwriting, spelling and general presentation is unsatisfactory. Pupils use the contents and index pages of atlases to find locations on United Kingdom, European and world maps. During the two-year cycle of work at Key Stage 2, pupils write about rivers, contrasting localities, weather, settlements and environmental change. Pupils use their numeracy skills appropriately taking measurements of temperature, interpreting plans at a variety of scales and using co-ordinates and four figure grid references. The subject is appropriately supported by the use of information and communication technology. For example, in Key Stage 2, pupils confidently use a data-handling package as part of the weather study.

139 Pupils' attitudes to work are good. They enjoy geography and concentrate well during lessons. When asked questions they give thoughtful, well-considered answers. In all classes, pupils behave well and work together co-operatively. This has a positive impact on their learning.

140 The two lessons observed were both in Key Stage 2. In one lesson the quality of teaching was satisfactory and in the other it was good. Where teaching is good, lessons are based firmly on the

programme of study and planning sets out clear learning which is explained to the pupils at the beginning of the lesson. Teachers are particularly skilled at using effective open ended questioning techniques to test pupils' understanding. Teachers organise the classrooms well and use a variety of effective strategies to keep pupils motivated. Written marking however, is unsatisfactory. Throughout the school marking does not provide quality feed back to pupils about what they do well and how they may improve their work.

141 Subject co-ordination is satisfactory. The co-ordinator monitors the subject by examining teachers' planning, and by reviewing displays and pupils' work. Because of the mixed age classes, the scheme of work operates on a two year rolling programme to ensure equality of access to the programme of study. This scheme has been produced with support from the cluster group of small Catholic primary schools and is a very comprehensive document. It provides clear advice and suggestions for links with literacy, numeracy and information and communication technology. At present no records are kept of the key skills achieved by pupils in the subject but there are sound plans to do this when the school formally adopts the guidelines, which are contained within the new scheme of work. Resources are satisfactory, with an adequate range of maps, globes and materials such as the 'Locality Pack', which supports this particular aspect of the teaching.

138

History

142 It was possible to observe only a limited number of lessons in history during the inspection. Judgements are therefore based on the evidence gained from these lessons, scrutiny of displays and pupils' past work, discussions with teachers and pupils, the school policy and planning documents. All pupils in both key stages make satisfactory progress and achieve standards commensurate with their ages.

143 In Key Stage 1, pupils develop a sense of the difference between 'now and then', first in relation to themselves and their parents, and then over a longer period. They recognise the difference between new and old toys and forms of transport, and describe how holidays have changed over time. They write and draw pictures about the lives of working children in coal mines, and compare and contrast articles and features from the past with the present day. In Years 1 and 2, pupils learn about famous people from the past. They know about Louis Braille and talk knowledgeably about the raised dot alphabet. They also speak confidently about Samuel Pepys' diary and the Great Fire of London., Pupils answer questions about the story of Florence Nightingale, and with teacher support, draw on their own experiences of hospital visits, to appreciate how health care has improved over time.

144 Pupils successfully build on this knowledge in Key Stage 2 where they produce satisfactory work about famous people, for example, William Shakespeare, George Washington and Sir Isaac Newton. In Year 6 work produced during a study of Victorians and a study of two contrasting periods, 1940 and 1960, demonstrates the pupils' ability to draw information from a range of sources. There is however, little evidence of pupils' ability to interpret historical events. Historical work is particularly successful when it is linked to visits. In April 1999, pupils visited the Mediterranean Gallery at Manchester University as part of their study of Ancient Greece. This subsequently led to a class assembly with the theme 'Ancient Greek myths, gods and goddesses' using well a range cross curricular work, including script writing and drama. Year 4 and 5 pupils visit Helmshore textile museum as part of their local history topic. The follow up to the visit, in which a retired mill worker comes to talk to the children, is particularly successful. Pupils ask perceptive and probing questions about life in the cotton mills during the 1950s. They learn about hours of work, the clothes worn, meal arrangements, noise levels, the need for sign language, and many other facts, which they find interesting.

145 History provides good scope to develop literacy skills and the school makes effective use of these opportunities. However, handwriting, spelling and general presentation of work, are areas of weakness. In Year 2 there are some good examples of word processing in work about famous people, and in Years 4 and 5, pupils' work contributes to the Helmshaw museum visit display. Numeracy skills are not as well developed, although some work is done with timelines.

146 Pupils' attitudes to learning are mostly good and in the Key Stage 2 lesson observed, very good. They show a lively interest in the subject and are eager to find out information and to explain it when asked. They particularly enjoy out of school visits. Pupils' behaviour is consistently good.

147 One lesson was observed in each key stage. In Key Stage 1 the quality of teaching is satisfactory and in Key Stage 2 it is very good. Teachers use good questioning skills to ensure that pupils' are making gains in knowledge and use appropriate methods to encourage independent learning. Teaching is particularly successful where primary resources are used. For example, during the local study of the textile industry, samples of raw wool, bobbins and shuttles are available for the pupils to see and to handle. Teachers show enthusiasm for the subject, and this in turn communicates itself to the pupils. Written marking however, is unsatisfactory. Throughout the school marking does not provide quality feed back to pupils about what they do well and how they may improve their work.

148 Subject co-ordination is satisfactory. As yet the co-ordinator has had little opportunity to provide assistance to other teachers, though planning and work samples are monitored regularly. Because of the mixed age classes, the scheme of work operates on a two year rolling programme to ensure equality of access to the programme of study. This scheme has been produced with support from the cluster group of small Catholic primary schools and is a very comprehensive document. It provides clear advice and suggestions for links with literacy, numeracy and information and communication technology. Assessment and record-keeping issues are to be addressed when the school adopts the guidelines that are contained within the new scheme of work. Resources are satisfactory, with a wide range of books and visual aids readily available. The school has few artefacts but is working to build a more comprehensive range of resources.

138

Music

149 It was possible to observe only a limited number of lessons in music during the inspection. Judgements are therefore based on the evidence gained from these lessons, discussions with teachers and pupils, the school policy and planning documents. Pupils in both key stages make satisfactory progress and achieve standards commensurate with their ages by the time they leave the school. Pupils with special educational needs also make satisfactory progress in both key stages.

150 Pupils make satisfactory gains in knowledge and skills over time. In Year 1, pupils sit quietly and listen carefully to different animal and bird sounds played from a tape recording. Most recognise the sounds and several pupils approximate the pitch of the sounds with their own voices. Pupils clap hands in response to a rhythm when shown how by the teacher, and sing a simple repeating song. By Year 2, pupils' singing skills are developing to a satisfactory standard. They work with their teacher to learn songs about 'Puss in Boots'. This work is drawn from commercial music programmes. Pupils read the words of the songs and most sing with a sense of appropriate pitch, following the notation of the melody in their booklet. The majority sing in tune, clap rhythms, and use suitable strategies to guess known tunes from rhythms clapped by other pupils in the group. In the lesson observed, progress was satisfactory. Pupils learnt two new songs and built on their previous learning by eventually singing the songs without the aid of the tape recorder.

151 At Key Stage 2, pupils continue to develop their understanding of rhythm by studying duration and tempo. They clap in time to poems which are read to them, and to nursery rhymes which they recite themselves. This leads to an increase in confidence when reciting poetry, and provides good links with literacy. In Key Stage 2, music is particularly emphasised in the spring and summer terms, when a visiting specialist delivers the curriculum. He pays particular attention to composition and notation, and teaches some pupils to play the recorder. He keeps detailed records of pupils' progress. The school also draws on other people with expertise to support music teaching. For example, local parishioners and students and staff from the local high school, help with musical productions. There is a school choir but it did not meet during the inspection. The choir takes part in local festivals and has sung with a professional touring group. To develop musical appreciation, music is played both in class and during assembly time. When a 'composer of the week' is featured, posters and pictures are put up on the walls and pupils are challenged to find out more and to add to the displays. Pupils are currently listening to pieces of music, which are favourites of the school staff. The music is played in assembly and teachers explain what the music is, where it comes from, and why it is a particular favourite. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development.

152 Most pupils enjoy music, listen attentively and participate in the lessons appropriately. Their behaviour is consistently good. This is a marked improvement from the previous inspection, when poor behaviour inhibited effective learning.

153 In the one lesson seen in Key Stage 1, teaching is satisfactory, and in the one lesson seen in Key Stage 2, teaching is good. Teachers' knowledge and understanding of the subject is secure. In the good lesson there are high expectations of pupils' performance and of their capacity to listen. In this lesson teachers' questioning and explanations are aimed at helping pupils to develop a good understanding of the correct musical vocabulary. Assessment is most effective where teachers provide good verbal feedback to pupils as the lesson progresses. When pre-recorded programmes are used, teachers use the equipment effectively and flexibly, stopping the tape as appropriate to check pupils' understanding and to give opportunity for extra practice. Good use is made of support assistants to enable pupils with special educational needs to participate fully in lessons.

154 The headteacher has assumed the role of music co-ordinator. At present there is no policy or scheme of work for the subject and music does not feature on the School Development Plan. Music has been identified as a weakness within the cluster group of small Catholic primary schools, and there are plans to produce appropriate support documentation in a future phase of development. Resources are satisfactory.

138

Physical Education

155 Attainment is appropriate for the age of pupils and they make satisfactory progress throughout the key stages. Pupils with special educational needs have full access to the physical education curriculum and also make satisfactory progress. At the end of Key Stage 2, the vast majority of pupils attain the expected standards in swimming. Standards remain the same as in the previous inspection.

156 In Key Stage 1, Year 1 pupils can plan and perform simple skills. They respond in movement using appropriate actions to a rhythm. They are beginning to think about and evaluate their own performances. In Year 3, pupils practise performing balances on a variety of body points showing increasing control and confidence. Older Key Stage 2 pupils participate responsibly in small sided team games. In netball, pupils are able to throw and catch a ball with a satisfactory degree of accuracy and control although their knowledge of the rules of netball is limited. In football, pupils are able to pass and receive a ball at speed. They control the ball well, dribbling with both feet as they practise and improve their performance control. They are able to evaluate their own performance and suggest ways

to improve it.

157 Pupils' attitudes to learning in both key stages are satisfactory and behaviour is good. Pupils listen to instructions and follow them carefully. They behave well and co-operate as team members. Pupils are aware of the need to be safe and are sensible when handling equipment.

158 The quality of teaching is satisfactory. In all lessons planning is thorough and the learning to be acquired is clearly identified. In the one good lesson seen the teacher uses demonstration to good effect so pupils are able to see for themselves how to dribble a football. The teacher often reminds pupils of skills previously taught. This is not a feature in netball in Years 4, 5 and 6. Although skills had been taught previously, the teacher does not actively coach the pupils during the game session or remind them of how to use space usefully or to throw a ball correctly.

159 Subject co-ordination is satisfactory. A co-ordinator has been appointed since the last inspection who, along with another member of staff, has undertaken training in the 'Top Sport' programme. Training is planned for the rest of the staff. Curricular planning is satisfactory and a satisfactory scheme of work has been introduced since the last inspection. This is in the early stages of implementation and is being adapted to suit the needs of the school. The co-ordinator does not have the opportunity at the present time to monitor or check teachers' planning or the quality of teaching.

160 The school offers a wide range of extra-curricular activities including football, netball, rounders and cross-country running in which pupils compete against other local schools. Accommodation for physical education, both indoor and outdoor, is satisfactory. The outdoor surface area has been improved since the last inspection. Resources have also been developed since the last inspection and are now satisfactory, accessible and used effectively to support teaching and learning.

138 PART C: INSPECTION DATA

138 SUMMARY OF INSPECTION EVIDENCE

161 The inspection was carried out by 4 inspectors, one of whom was a ~~ly~~ inspector. During the inspection week, they spent a total of 10 days in the school. The following information shows the amount of time spent observing in classrooms in each key stage: Under fives: 6 hours 25 minutes; Key Stage 1: 5 hours 10 minutes; and Key Stage 2: 16 hours. Another 18 hours 40 minutes was spent scrutinising pupils' work, listening to readers and talking to pupils.

162 36 lessons or parts of lessons were inspected with a priority given to literacy and numeracy. During the inspection, it was possible to visit only a limited number of lessons in art, design and technology history, geography and music. Where only a limited of direct observations were possible, judgements are firmly based on discussions with pupils, scrutiny of their work and teachers' planning and records.

163 A representative sample of pupils' work from all classes was formally inspected to ascertain their levels of attainment and progress. Further examples from all years were scrutinised and discussed with pupils as part of lesson observations. A number of pupils were heard to read in each year and extended discussion about reading habits took place with a group of pupils. Many assemblies were attended. A sample of registration periods, break times and lunch time arrangements were observed and attendance registers inspected.

164 A large amount of documentation was inspected and used to help prepare inspectors. These included the School Development Plan, policies and schemes of work. The previous inspection report, its summary and the action plan produced by the governors were also used to form part of the inspection process.

165 All teachers' planning files and samples of pupils' progress and record files as well as annual reports were scrutinised. Interviews were conducted with the headteacher, all teachers with management responsibility, the school administrator, support staff and several members of the governing body. Matters discussed included their roles and responsibilities in the school, and the contribution they made to pupils attainment and progress. In addition a discussion took place to ascertain the suitability of arrangements for preparing pupils for the next stage of their education.

166 Responses made by parents to the questionnaires and issues raised at the parents' meeting were received, analysed, considered, and checked out in school. Further discussions took place with parents as they brought their children to school, or were helping in the school during the inspection.

138 **DATA AND INDICATORS**

138 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	129	5	31	13
Nursery Unit/School	N/A	N/A	N/A	N/A

138 **Teachers and classes**

138 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	5.60
Number of pupils per qualified teacher:	23

138 **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	75

Average class size:	26
---------------------	----

138

Financial data

Financial year:	1998/9
	£
Total Income	233070.00
Total Expenditure	257677.00
Expenditure per pupil	1967.00
Balance brought forward from previous year	18477.00
Balance carried forward to next year	-6130.00

Number of questionnaires sent out: 96

Number of questionnaires returned: 34

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44.1	47.1	2.9	5.9	
I would find it easy to approach the school with questions or problems to do with my child(ren)	61.8	26.5	2.9	8.8	
The school handles complaints from parents well	14.7	50.0	14.7	20.6	
The school gives me a clear understanding of what is taught	26.5	47.1	11.8	14.7	
The school keeps me well informed about my child(ren)'s progress	29.4	47.1	17.6	5.9	
The school enables my child(ren) to achieve a good standard of work	42.4	45.5	6.1	6.1	
The school encourages children to get involved in more than just their daily lessons	27.3	48.5	21.2		3.0
I am satisfied with the work that my child(ren) is/are expected to do at home	29.4	50.0	8.8	8.8	2.9
The school's values and attitudes have a positive effect on my child(ren)	41.2	38.2	17.6	2.9	
The school achieves high standards of good behaviour	26.5	47.1	20.6	5.9	
My child(ren) like(s) school	58.8	35.3	2.9	2.9	