

INSPECTION REPORT

St. Joseph the Worker RC Primary School

Irlam

LEA area : Salford

Unique Reference Number :105961

Acting Head teacher : Mrs. F. Rigby

Reporting inspector : Mr. Jean-Pierre Kirkland
4483

Dates of inspection : December 6th – 9th 1999

Under OFSTED contract number: 708422

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

© Crown Copyright 1998

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 Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Voluntary aided
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
School address :	Cutnook Lane Irlam Manchester M44 6GX
Telephone number :	0161 775 4548
Fax number :	0161 777 8684
Appropriate authority :	Governing body
Name of chair of governors :	Reverend Father L. Devaney
Date of previous inspection :	20 th – 22 nd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jean-Pierre Kirkland, RgI	Science	Attainment and progress
	Design and technology	Teaching Efficiency
James Griffin, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, welfare and guidance Partnership with parents and
Mary Marriott	Mathematics Art Music	Provision for children under five Special educational needs Spiritual, moral, social and
John Heap	English Information technology History	Equality of opportunity Curriculum and assessment Staffing, accommodation and
	Physical education	

The inspection contractor was:

PkR Education Consultants Ltd.,
6, Sherman Road
Bromley
Kent
BR1 3JH
Telephone: 0181 289 1923

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

	Page
MAIN FINDINGS	
What the school does well	7
Where the school has weaknesses	7
How the school has improved since the last inspection	7
Standards in subjects	8
Quality of teaching	8
Other aspects of the school	9
The parents' views of the school	9
KEY ISSUES FOR ACTION	10
INTRODUCTION	Paragraph
Characteristics of the school	1 - 5
Key indicators	6
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	7 - 18
Attitudes, behaviour and personal development	19 - 24
Attendance	25
Quality of education provided	
Teaching	27 - 36
The curriculum and assessment	37 - 46
Pupils' spiritual, moral, social and cultural development	47 - 51
Support, guidance and pupils' welfare	52 - 58
Partnership with parents and the community	59 - 62
The management and efficiency of the school	
Leadership and management	63 - 67
Staffing, accommodation and learning resources	68 - 72
The efficiency of the school	73 - 77
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	78 - 88
English, mathematics and science	89 - 117
Other subjects or courses	118 - 147
PART C: INSPECTION DATA	Page
Summary of inspection evidence	41 - 42
Data and indicators	43 - 45

MAIN FINDINGS

What the school does well

- Has improved standards in English, mathematics and science which are now above the national average in English and mathematics and well above the national average in science at the end of Key Stage 2;
- Enables pupils to make good progress in English and mathematics and very good progress in science overall;
- Has very good procedures for promoting discipline and makes very good provision for pupils' spiritual and moral development, resulting in very good relationships, very good behaviour throughout the school and a very good ethos for learning;
- Provides good quality teaching overall, with a significant proportion of very good teaching in a range of lessons;
- Has good assessment procedures which are used well to promote good quality learning;
- Makes good provision for pupils with special educational needs who make good progress towards their targets;

Where the school has weaknesses

- I. Does not meet statutory requirements in its current provision of information technology, mainly at Key Stage 2;
- II. Has no written school-based procedures for dealing with potential Child Protection issues;
- III. Procedures for the management of health and safety issues are unsatisfactory;
- IV. Aspects of accommodation are unsatisfactory, such as a lack of water in classrooms at Key Stage 2, and a lack of appropriate surfacing in the outdoor play area for children under five;
- V. A lack of clear policy and guidance on staff development and currently no system for appraisal;
- VI. Currently, there is no provision for swimming at Key Stage 2;

The strengths of the school far outweigh the weaknesses. The weaknesses identified above will become the governors' action plan which will be sent to all parents and carers of pupils at the school.

How the school has improved since the last inspection

There has been a good level of improvement since the previous inspection.

- VII. The school has made good improvements in its standards in English and mathematics and improved its standards in science significantly.
- VIII. Progress over time and in lessons has improved overall, especially in English, mathematics and science.
- IX. Standards and progress in information technology have declined since the previous inspection, despite improvements in teaching and in provision.
- X. There is now an effective senior management structure within the school, with delegated responsibilities for monitoring and support to subject co-ordinators in each area of the curriculum.
- XI. There are new schemes of work in all subjects, and this has resulted in the effective introduction of the National Literacy and Numeracy Strategies as well as an improvement in design and technology.
- XII. Assessment procedures are now good and used effectively as instruments for improving progress, with better levels of marking of work since the implementation of a whole school policy.
- XIII. The quality of teaching has improved with a majority of lessons judged to be good.
- XIV. Provision for pupils with special educational needs and the progress these pupils make is an improvement on the previous inspection.

Overall, the school is in a satisfactory position to make further improvements. The second long-term absence of the head teacher is still causing some degree of uncertainty in terms of future development.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 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
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	B	A		
Mathematics	B	A		
Science	A	A*		

The table above shows that at Key Stage 2 in the 1999 national assessments, standards are above average nationally in English and mathematics. Standards are well above average in science, where two out of five pupils now achieve the higher Level 5 in the national tests. In information technology, standards are below national expectations. When compared to school with pupils from similar backgrounds, pupils' performances in the 1999 tests were well above average in English and mathematics and very high in science. These results are a significant improvement since the previous inspection. Inspection findings confirm these results.

Children enter the Nursery with below average standards generally. Through at least satisfactory progress while under five in the Nursery and Reception class, a majority are ready to start the National Curriculum soon after their fifth birthday. Standards at the end of Key Stage 1 are average in writing but above average in reading and mathematics, and well above average in science as recorded in the 1999 national assessments. Standards are below expectations in information technology by age seven. These standards have improved over time, especially since 1998. Inspection findings confirm these results in science, but in English and mathematics, inspection findings show standards to be average overall. When compared to the results of schools with pupils from similar backgrounds in the 1999 assessments, standards are well above average in English, mathematics and science.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science	Good*	Good	Good
Information technology	-	Satisfactory	Satisfactory
Religious education	#	#	#
Other subjects	Satisfactory	Good	Good

* knowledge and understanding of the world

- not applicable

inspected and reported on separately

Overall, the quality of teaching is good, with three out of five lessons judged as at least good. One in ten lessons were judged as very good, with two examples of outstanding teaching. A very small proportion of unsatisfactory teaching was observed during the inspection. Teaching of children under five in the Nursery is good and satisfactory overall in the Reception class. In Key Stage 1, teaching is at least satisfactory with a number of examples of good teaching. There is a greater proportion of better teaching at Key Stage 2, characterised by high challenges, very good teacher knowledge of curriculum subjects and very good management of pupils.

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	Very good throughout the school at work and at play;
Attendance	Satisfactory;
Ethos*	Very good. A strong commitment to improved standards and very good relationships result in very good learning in most classrooms;
Leadership and management	Good overall. An able and highly committed acting head teacher has full support from staff and the governing body;
Curriculum	Satisfactory overall, but the school has not implemented the National Curriculum in full in information technology, and there is a lack of provision for swimming at Key Stage 2. Assessment is good throughout the school:
Pupils with special educational needs	Good management and provision, resulting in good progress by pupils towards their targets:
Spiritual, moral, social & cultural development	Good overall, with very good provision in spiritual and moral development;
Staffing, resources and accommodation	Satisfactory overall, but with weaknesses in the policy for staff development and aspects of accommodation
Value for money	Good

* 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	What some parents are not Happy about
<p>XV. The values and attitudes the school promotes</p> <p>XVI. The standards achieved and the progress made</p> <p>XVII. The standard and quality of care given to pupils</p> <p>XVIII. Behaviour is good</p> <p>XIX. The way parents are involved in school life</p> <p>XX. Improvements in English standards since the last inspection</p>	<p>XXI. Insufficient curriculum time in some</p> <p>XXII. Lack of swimming provision</p> <p>XXIII. Insufficient progress in Reception</p> <p>XXIV. Lack of extra-curricular activities</p>

Inspectors endorse the positive views of parents. Inspectors agree with parents over the lack of swimming provision. Progress made in the Reception class, although satisfactory overall, is not as good as in the preceding class or subsequent class. Curriculum time given to subjects such as physical education and music is appropriate. However, inspectors found that the school does not always make maximum use of its resources, such as the hall, when outdoor sport needs to be cancelled due to inclement weather. Inspectors agreed that the current range of extra-curricular opportunities was small for a school of this size.

KEY ISSUES FOR ACTION

In order to improve educational provision and standards, the school with support from the governors should now:

1. Raise standards in information technology by:
 - a) Implementing fully the scheme of work, especially in providing teaching for modelling and control at both key stages;
 - b) Integrating information technology fully into all subject areas.

1. Meet statutory requirements in full by:
 - a) Ensuring that all pupils at Key Stage 2 receive their full entitlement to swimming;
 - b) Ensuring that risk assessments are regularly undertaken and that clear records are kept of outcomes;
 - c) Implementing systems of staff appraisal.

1. Write and implement a child protection policy for the school which reflects the procedures laid down by the Area Child Protection Committee and the Diocese.

2. Write and implement a staff development policy which reflects training needs.

3. Seek ways of improving the following facilities:
 - a) In classrooms at Key Stage 2, by providing easier access to sinks and running water;
 - b) Outdoors for children under five, by providing an appropriate surface in the outdoor play area.

In addition to the key issues identified above, the governors should consider including the following minor points in its action plan:

- In order to enhance curriculum provision, seek ways of extending the range of extra-curricular activities for pupils;
- Write and implement a policy for provision for children under five;
- Seek ways of becoming more fully involved in the wider community in order to enhance the overall quality of learning.

INTRODUCTION

Characteristics of the school

1. St. Joseph the Worker RC Primary School is situated close to the centre of Irlam, a township within the Metropolitan Borough of Salford. It lies about nine miles to the west of Manchester city centre. The clear admissions policy, which favours children whose parents are members of the Roman Catholic faith, gives preference to the parish, and then to surrounding areas. Most pupils come from an area of about three miles radius to the school. This area is a mixture of owner occupied housing and local authority housing for rent, the latter being the dominant. Generally, the catchment area of the school contains a below average number of adults with higher education and well below average children in high social class households. The school currently has twenty-six per cent of its pupils entitled to free school meals, a number above the national average. Attainment on entry is below national averages.
 2. There has been a small but significant decline in numbers over the past three years, with 168 pupils on roll currently. There are eight full time members of staff and seven classes, plus a Nursery. The Nursery currently has fifteen children attending full time, with a very significant proportion of boys to girls. Pupils are arranged into six classes at Key Stages 1 and 2. In Key Stage 1, all classes are single age; at Key Stage 2, all are mixed age classes. Overall, there are almost equal numbers of boys and girls. There are no pupils from homes where English is not the first language.
 3. The school has a smaller than average number of pupils on its register of special educational needs. Currently there are twenty-five pupils on the register with three involved with outside specialists and one statemented pupil.
 4. The school has introduced the National Literacy and Numeracy Strategies within the last two years, and has set targets in agreement with the local education authority up until the year 2002, in order to increase standards at both key stages. The school's work is guided by a mission statement:
 - “ To grow together towards a greater love of God, each other and ourselves”
1. The main aims of the school are:
 - To create a happy Roman Catholic atmosphere, working together with families, so that all can develop spiritually, intellectually, emotionally, morally and physically
 - To provide a safe caring environment with self-discipline fostering positive personal qualities leading to the development of full potential
 - To work in co-operation with parents, supporting all members of the community in their faith journey, and helping children develop into responsible members of society
 -
 -

6. 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
1999	8	14	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7	8	8
	Girls	13	13	13
	Total	20	21	21
Percentage at NC Level 2 or above	School	91 (73)	95 (90)	91 (80)
	National	66 (77)	83 (81)	64 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	7	5	7
	Girls	13	11	13
	Total	20	16	20
Percentage at NC Level 2 or above	School	91 (90)	73 (73)	91 (93)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
For latest reporting year:

Year	Boys	Girls	Total
1999	16	12	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	12	13	16
	Girls	11	9	12
	Total	23	22	28
Percentage at NC Level 4 or above	School	82 (58)	79 (42)	100 (84)
	National	70 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	14	15
	Girls	11	10	11
	Total	21	24	26
Percentage at NC Level 4 or above	School	75 (79)	86 (68)	97 (78)
	National	68 (65)	69 (65)	75 (72)

6. Attendance

Percentage of half days (sessions)

%

1

Percentages in parentheses refer to the year before the latest reporting year

2

Percentages in parentheses refer to the year before the latest reporting year

missed through absence for the Latest complete reporting year

Authorised Absence	School	7
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

1. Levels of attainment in the national tests at the end of Key Stage 2 in 1999 placed pupils in the school above national averages in English and mathematics, and well above national averages in science. This is a significant improvement on the results from 1998, and a significant improvement on the previous inspection report. Inspection findings confirm these results. When compared to schools with pupils from similar backgrounds, the school is well above average in English and mathematics and results in science are very high. There has also been a significant improvement in the proportion of pupils achieving the higher Level 5 in the most recent tests, with overall performance well above the national average. These are significant strengths of the school.
2. Children enter the Nursery at the beginning of the year in which they are four with levels of attainment that are below those expected nationally. Children make good progress in all areas of learning in the Nursery and satisfactory progress in the Reception class. They enter the Reception class in the beginning of the year of their fifth birthday. By the time children start statutory education, their attainment is generally average. Some higher attaining children are embarking on work in the early stages of the National Curriculum.
3. At the end of Key Stage 1, the national tests and assessment for 1999 show the pupils performing above national averages in reading and in mathematics, broadly average in writing, and well above average in science. Reading has generally improved in the test results, although writing has declined slightly up to 1998 and then remained the same, broadly similar to the national average. When compared to schools with pupils from similar backgrounds in the 1999 tests, standards in reading and writing are well above average. Results in mathematics are above average when compared to the performance of schools with pupils of a similar background, and an improvement since 1998. In science, results have improved for the last three years and are now well above the national average and well above the average for schools for pupils from similar backgrounds. In reading, mathematics and science in the 1999 assessments, the proportion of pupils achieving the higher Level 3 is well above national averages, but below the national figure in writing. Overall, these results are an improvement since the school was last inspected. Inspection findings confirm these results in science, but in English and mathematics, standards were found to be in line with national averages.
4. Standards of attainment are below expected levels at both key stages in information technology. Areas of the curriculum such as modelling and use of control are not taught effectively at either key stage, and information technology is not sufficiently developed as a support or learning area in other subjects. These are weaknesses of the school, despite current plans to expand provision through the newly-acquired information technology suite.
5. Progress is satisfactory at Key Stage 1 in English overall. Pupils increase the range and extent of their vocabulary when speaking and they listen appropriately in lessons to each other and to staff. Writing shows gradual improvements in spelling, punctuation and presentation. In reading, higher-attaining pupils make satisfactory progress overall, but better progress in Year 1, where they learn to develop a wide range of cues when reading unfamiliar texts. Lower-attaining pupils make good progress in Year 2 by increasing the range of words they use when reading, making satisfactory progress on average across the key stage. Progress is good in mathematics. Pupils use speed and accuracy when learning their tables, and they acquire a good level of knowledge and understanding of telling the time and estimating distances. In science, progress is also good. Pupils begin to acquire the skills of undertaking their own experiments and investigations and they record the results appropriately. They are beginning to predict what will happen when they are doing a variety of experiments.

6. Progress is unsatisfactory in information technology at both key stages over time. Much of this is due to not building on prior learning effectively, insufficient practice on computers in other lessons, some gaps in teacher knowledge and unsatisfactory management of the subject. Many pupils have computers at home and a lot of the work they undertake in school does not capitalise effectively on what they already know and understand. Some pupils, generally those with higher levels of prior attainment, enhance their work using computers, such as in Year 3 and 4 science, when converting statistics into graphs. Such occasions are, however, rare.
7. Progress in other subjects at Key Stage 1 is satisfactory overall. Progress is good, however, in history and physical education. Much of this is due to teachers building effectively on prior skills, developing them through high challenges in gymnastics, for example, or when learning about famous people and gaining an understanding of chronology.
8. Progress is good in English and science at Key Stage 2. In English, the range and extent of vocabulary widens to a good level and pupils learn how to use the library effectively. Through discussions, they acquire a good level of speaking and debating skills. Pupils' writing, including presentation and punctuation, also improves through continued practice. It also improves through the use of extended writing in other subjects when undertaking research, as in Year 5 and 6 science and geography lessons, for example. In science, teachers build successfully on the skills of investigation. Experiments allow greater freedom of thought and pupils learn how to predict with increasing accuracy, form initial hypotheses and draw conclusions. In mathematics, progress is very good. Pupils learn to calculate mentally with increasing degrees of speed and accuracy. They are set challenging tasks in lessons which stimulate their desire for learning and they develop very good levels of investigative skills with a sure foundation at the beginning of the key stage. Pupils learn to use a number of strategies when working on paper or mentally and they learn effective ways of checking out their results.
9. At Key Stage 2, progress is satisfactory in art, geography and music. It is good in design and technology, history and physical education. Research skills are well developed in history in studying Ancient Egypt. In design and technology, pupils build successfully on the skills they learnt previously, as they focus on the stages of planning, designing, making and evaluating finished products. In physical education, pupils continue to advance their skills in dance when interpreting the music and in developing a critical awareness of each other's performances.
10. The National Literacy and National Numeracy Strategies are in place. Both have made a positive impact on learning. Progress in numeracy and literacy is enhanced through teachers concentrating on developing technical language in other subjects. This is achieved by using counting and measuring techniques effectively in subjects such as music and design and technology. There is also good use made of extended writing when researching in science, history and geography.
11. Higher-attaining pupils make good progress throughout the school. Most lessons provide appropriate opportunities for extended work, and many contain sufficiently high challenges to ensure pupils are not bored by too simple a task to complete, apart from information technology. In mathematics, science and design and technology, such strategies are particularly effective. Lower-attaining pupils, including those with special educational needs make good progress. Teachers ensure that they know and can undertake the tasks set. They ensure appropriate recognition is taken of the targets on the individual education plans where appropriate. They also ensure that these pupils receive additional help and support whenever possible.
12. The school carefully analyses test and internal assessments in order to measure progress. Differences in the performances of boys and girls have become less significant through raised awareness and the most recent test results reveal little differences at either key stage. Appropriate targets for improvement have been finalised and agreed with the local education authority. Where the school is already achieving a very high percentage at Level 2 or Level 4, for example, it is aiming to raise the percentage of pupils at higher levels. In science, where one hundred per cent already achieve Level 4 and above, increased emphasis has been placed on identifying and then improving, any relatively weaker areas. A similar strategy has been adopted to improve writing at

Key Stage 1.

Attitudes, behaviour and personal development

13. Overall pupils have good attitudes to learning and behaviour is very good. These are significant strengths of the school. There is a satisfactory level of personal development, within an atmosphere of very good relationships. This has a positive impact on educational standards by making a good contribution to the school's positive climate for learning. Since the previous inspection, standards are broadly maintained, with some improvement in pupils' independent learning.
14. In the Nursery, children's behaviour is good at all times and they make good progress in working together, sharing and taking turns. Good induction systems ensure that children are happy and confident. Good relationships are established and children feel secure in their learning. They gain confidence in play and are keen to take part in all activities. Children play together with developing co-operation, for example in the sand and with bricks and other construction toys. Children transfer easily to the Reception class and soon settle into new routines. Children have good relationships with each other and adults. They share and take turns, and co-operate in activities. They show respect for materials and property, and concern for each other. Children have positive attitudes to learning and most sustain concentration in large and small groups with adults. Their behaviour is satisfactory.
15. For pupils over five, attitudes to learning are good overall. Nearly all pupils like school and the majority show interest in their work in lessons. The great majority of pupils listen attentively and volunteer answers or suggestions enthusiastically during whole class teaching. Pupils show good concentration and perseverance during activities. During literacy and numeracy hours, pupils work well in their individual groups when the teacher is working with another group. A minority of pupils lose interest and attention occasionally. This mainly happens where the set work lacks challenge or the teacher works with the entire class for a long time without a break for individual or group work. Overall pupils develop their study and research skills appropriately, and especially in the older and higher attaining pupils. For example, Year 6 pupils consider that the set homework deepens their understanding of classwork and sometimes stimulates curiosity. Special educational needs pupils show good attitudes to learning. They work hard and enjoy the extra individual help they receive.
16. Pupils' behaviour in classrooms, during lunchtime and playtimes is very good overall. In lessons, they behave very well overall. Prior to moving into groups, pupils routinely form orderly queues and move about without running or jostling. Many pupils hold doors open for visitors and for each other. During the inspection, the behaviour of the great majority of pupils at lunchtime and playtimes was very good. Pupils, however, confirm that the rare incidents of bullying or other anti-social behaviour occur in the playground. Pupils are clear that they would inform adults and provide peer group support in such an event. There were no exclusions in the previous academic year. Pupils in general take care of property and resources and help keep the school in attractive condition. Parents are very positive about pupils' behaviour.
17. Relationships between adults and pupils and among pupils are very good. Adults in the school act as very good role models. Teachers value pupils' work and most effectively praise effort and good work. The pupils respond in a positive manner. Nearly all pupils show caring and considerate attitudes towards each other and adults in the school community. Pupils work well in pairs and small groups and are willing to collaborate when opportunities arise. Pupils having special educational needs are fully integrated into lessons and activities at playtime.
18. Pupils' personal development is satisfactory overall. Nearly all pupils enjoy speaking with visitors. Nearly all pupils show respect for rules and others. For example, groups of pupils as young as Year 1, whilst showing keenness to respond with raised arms, consistently wait to be asked when answering teacher's questions. Pupils respond well to the opportunities to help and take responsibility in the day-to-day running of their classroom. Year 5 & 6 pupils have a good

range of school responsibilities, including helping infants at lunchtime and shared reading with younger pupils. There is no school council to provide further opportunities to positively influence school life. In Key Stage 2, many pupils take part in a limited range of extra curricular clubs such as netball. Parents and pupils expressed some dissatisfaction with the current range of extra curricular activities. Key Stage 1 pupils have no extra curricular clubs. Many pupils, towards the end of Key Stage 2, get opportunities to represent school in sporting and musical events. These events develop pupils' discipline, personal application, team spirit and a sense of fair play. Pupils' independent learning increases with age and is well developed in higher-attaining pupils in Years 5 & 6. Pupils are actively involved in fund raising for a range of charities and parents report that they show good levels of responsibility on educational visits.

Attendance

19. Attendance is satisfactory. The attendance level of just above ninety-three per cent, for both 1997/8 and 1998/9 reporting years, is slightly below the national average. Attendance has improved in recent years. As a result, there has been a significant reduction of over one and a half per cent when compared to the previous inspection. There has been no unauthorised absence in the past two years.
20. Punctuality is good. Most pupils come to school on time and settle to their work promptly and calmly. This contributes positively to pupils' progress.

QUALITY OF EDUCATION PROVIDED

Teaching

21. The quality of teaching is good overall and an improvement since the previous inspection. This improvement is a major factor in helping to raise standards and the progress pupils make throughout the school. Teaching is now a significant strength. Ninety-eight per cent of teaching was judged as at least satisfactory. Forty-five per cent was judged as good with eleven per cent very good and two examples of outstanding teaching. Two per cent was judged to be unsatisfactory, resulting from inappropriate challenges for pupils who made unsatisfactory progress as a result.
22. Teaching in the Nursery is good overall, with examples of very good and outstanding teaching. The excellent teaching occurred when children were combining music and movement and there was maximum participation by all. High levels of subject knowledge and understanding of the way younger children learn led the teacher to use language in an excellent manner, with outstandingly good management of the activity. The staff in the Nursery have well planned activities, challenge the pupils well and ensure that good use is made of time and resources in the very well planned activities. In the Reception class, where most children are still under five, planning is satisfactory and the activities are generally appropriate. Good lessons occur when work is well matched to the children's capabilities. Less successful examples occur when the teacher is working with one group and the remainder are expected to be able to work independently. This sometimes results, for instance, in higher attaining children not doing as well as they could.
23. Overall, teaching is good at both key stages, although there are more frequent occurrences of very good teaching at Key Stage 2. Teaching of English is satisfactory at Key Stage 1 and good at Key Stage 2. Differences in the quality of teaching centre around challenge and expectations. Where the challenges are high, and the teacher plans for a range of writing and oral activities with time limits, teaching is better, and pupils make good progress. When challenges are pitched at average attainers, not all pupils make the good progress of which they are capable.
24. Teaching of mathematics is satisfactory at Key Stage 1 and overall very good at Key Stage 2. Very good lessons contain clear learning objectives, which are known and understood by all the

pupils. Where there are different activities for the different groups of pupils with clear challenges for each group, the quality of teaching improves. Mental sessions are generally more lively and challenging at Key Stage 2, and teachers use language, time and resources to very good effect. Most pupils are expected to do rapid conversions in their heads, for example from fractions to decimals, and a majority succeed very well.

25. Science teaching is consistently good at both key stages. A majority of lessons are characterised by high challenges in investigative work, good levels of recording using appropriately produced worksheets, and opportunities for pupils to learn independently through research. Lessons are also made fun for pupils, who enjoy their learning and are keen to succeed. This worked particularly well in experiments with magnets at both key stages and when investigating the effects of exercise on the human body. Expectations are consistently high in science lessons, especially in well-prepared and planned investigations. Pupils learn new skills and apply them quickly, recording their results and drawing conclusions well.
26. Information technology is appropriately taught at both key stages, and there has been some improvement in teacher subject knowledge since the last inspection. However, the overall strategies for improving the learning experiences in information technology are insufficiently high. This is due partly to a lack of planning for teaching control and modelling, and partly by teachers not using computers frequently enough to support learning in other subject areas.
27. Teachers are aware of the needs of pupils on the register of special educational needs. Planning is good and pupils are taught well. Work is set at an appropriate level, with good reference made to the individual education plans. There is often good personal support, with assistants being well-deployed in lessons. Good relationships, full integration in classes and appropriately high challenges ensure that pupils make good progress at both key stages.
28. Most teachers have appropriate subject knowledge and this enables them to ask good challenging questions in most lessons. Especially good are science and design and technology lessons at both key stages and mathematics at Key Stage 2. Teachers focus on using appropriate technical terms, illustrated well in history in Years 3 and 4, in geography in Years 5 and 6 and in science in the Reception class and Year 1. Planning is good overall, with a good focus on what pupils will learn, and how they will achieve this. Most teachers make good use of a final session to review learning, as in a Year 2 lesson on designing and making glove puppets in design and technology.
29. Those lessons with challenging activities work well in a range of subjects. Pupils make good progress in singing largely because there is a high expectation of performance and improvement during rehearsals. Teachers create good learning opportunities in most lessons. For example, they manage their pupils well through effective use of support assistants and volunteer parent helpers. In most subjects, resources are used well. Good examples occur in gymnastics, design and technology and science.
30. Day-to-day assessment is used well in most lessons at both key stages. Teachers keep good quality notes of exceptional or poor progress and they use this information when deciding group activities, or when identifying weaknesses in learning. Assessment is used very well in English, mathematics and science lessons mainly, although not exclusively, at Key Stage 2. Marking is regular, up-to-date and helps pupils identify areas for improvement. Homework is set to an appropriate level at both key stages. At Key Stage 1, it is used well to improve mathematical tables, spellings and reading. At Key Stage 2, while this continues to be successful, more emphasis is placed on independent research, thereby contributing well to aspects of personal development.

The curriculum and assessment

31. The curriculum for children under five is satisfactory. It is appropriately broad, balanced and relevant to the needs of children at that age. It is planned to provide an appropriate range of experiences, focusing effectively on the learning outcomes for children in the Nursery. In the

Reception class, there is greater emphasis on beginning the National Curriculum. There is currently no written policy in the school to guide and explain this work.

32. The school provides a relevant curriculum, but there are significant shortcomings in its breadth and balance. The curriculum the school offers at both key stages covers successfully the majority of subjects of the National Curriculum. However, in Key Stage 2, aspects of control, sensing and modelling are not covered in information technology and pupils are not presently going swimming. The current Year 6 has received its full entitlement to swimming tuition whilst they were in Years 3 and 4.
33. There are satisfactory arrangements for teaching sex education and for building awareness of the dangers of misusing drugs. Sex education for Year 6 pupils is supported adequately by the school nurse and is part of a range of appropriate health issues covered by the science curriculum, including personal hygiene. Pupils in both key stages look at the problems associated with smoking and alcohol and good support is provided by outside agencies, such as the police and community health officers. However, the school rightly reinforces the positive aspects of drug taking by emphasising the therapeutic effects. Pupils are prepared well for their transition to secondary school. This is brought about by some very useful preparatory work done by all the feeder schools. For example, they have produced shared policies on bullying, sex education and homework.
34. Pupils have equal access to the available curriculum in both key stages. The quality and provision for pupils with special educational needs is good and this enables pupils to make good progress. Class teachers are aware of pupils' literacy and numeracy needs through good diagnostic assessment and the school provides appropriate support. The requirements of the Code of Practice are well met. Target setting and individual education plans are good; targets are specific, measurable, attainable and relevant.
35. The emphasis on developing literacy and numeracy is appropriate and the implementation of the strategies is good. Teachers' planning is invariably faithful to the strategies and pupils are benefiting well from the style and approach adopted. There are many examples in books and displays that show pupils are being provided with adequate opportunities to use literacy across the curriculum. For example, in history when writing about the pharaohs in Ancient Egypt, and in Year 5 and 6 when they produced responses to the challenges facing society in the new Millennium, such as homelessness, begging and starvation. Similarly in numeracy, subjects such as science and design and technology positively reinforce skills from mathematics lessons.
36. There are policies and schemes of work for all subjects and these are regularly reviewed. The quality of the documentation varies from satisfactory in subjects such as geography to very good in subjects such as science. The National Strategies for Literacy and Numeracy provide good guidance. The scheme of work for information technology is not being fully implemented in Key Stage 2, most particularly in control and sensing technology. As a consequence, this mixed and inconsistent provision provides some insecurities in the continuity of teaching and the progression of pupils' learning in that area.
37. The curriculum is enriched by a narrow range of extra curricular activities. For example, there are a small number of sporting and musical activities which older pupils take part in. Sports teams compete in matches with local schools, for instance in netball and athletics. However, the range and extent of these opportunities are not broad enough, and parents commented unfavourably on the lack of provision. The curriculum is enhanced further by visits, which play a regular part in school life. Each year group has visits into the locality and further afield to broaden pupils' experiences and illuminate the curriculum. For example, to the Blue John Mines in Derbyshire, Martin Mere in Lancashire, and the Manchester museum during Key Stage 2. Pupils also visit Heaton Park and a local farm during Key Stage 1. In Year 6, pupils engage in an activity week which involves another school and helps to develop work in subjects such as physical education and art.

38. Overall, procedures for assessment and record keeping are good. The school has a detailed policy for assessment. It provides a good rationale and indicates an appropriate level of evidence gathering for teachers to be able to show the basis for their judgements of pupils' progress. There are portfolios containing examples of teachers' agreed assessments of pupils' written work in English, mathematics and science which help teachers in standardising and moderating their assessments. The arrangements for assessing the attainment and progress of pupils with special educational needs, in relation to the special provision they receive, are detailed and effective.
39. The use of assessment to ascertain pupils' overall levels of attainment and to help plan the future work is good. This is true on a day-to-day and on a more formal basis. For example, assessments are used effectively to form groups in all classes. Analysis of lesson planning shows that in the majority of sessions, pupils' work is matched effectively to their levels of attainment. There has also been some successful use of marking since the policy was re-written. Its overall quality is regularly monitored by the senior management team and subject coordinators.
40. The previous inspection report highlighted two key issues in this area. The school has made satisfactory progress in producing schemes of work for all areas of the curriculum, for example, in literacy, numeracy and design and technology. There are further advances in the production of an overview of the whole curriculum that provides teachers with appropriate guidance. This is particularly helpful in maintaining the balance and continuity of the curriculum in classes with more than one age group. Secondly, the school has made satisfactory improvements to the quality of assessment procedures and these are having a good effect on curriculum planning and improvements in attainment and progress. However, further progress is needed to facilitate the effective use of the information to assist individual pupils reach their full potential in areas such as information technology.

Pupils' spiritual, moral, social and cultural development

41. The provision for the spiritual, moral, social and cultural development of pupils is good overall. It is very good for spiritual and moral development and these are significant strengths of the school. Provision for social development is good and satisfactory for cultural development. Since the last inspection the school has improved the provision for the contribution made by non-European cultures, such as India. All pupils, including those with special educational needs are encouraged to feel a strong sense of identity within the school community.
42. Provision to support spiritual development is very good. Well-organised assemblies provide many opportunities for pupils to reflect on what they have heard and seen. Assemblies are special occasions. Provision gives pupils many opportunities to be actively involved and this provides additional occasions for them to think in depth about the themes being presented. Music makes a very good contribution to spiritual experience in assemblies. Pupils of all ages have many effective opportunities to talk about their feelings in a range of curriculum subjects. As they progress through the school, they are taught to respect the traditions of Christianity and sometimes those of other faiths for example through learning about Eid.
43. Very good provision is made for moral development. Pupils are taught to have a good understanding of right and wrong. The school provides a structured and caring environment in which clear moral principles are promoted. The school has a policy for discipline which is consistently applied throughout the school. Pupils understand and abide by the school rules. The rewards for good behaviour in lessons help to support pupils' awareness of right and wrong. This is effectively supported by the positive approach to discipline in which all pupils are valued. Adult role models are very good and the provision for moral development is fostered further by an atmosphere of calm and order through the school.
44. There is good provision for social development. Where teachers organise lessons to involve group work, pupils are helped in learning how to take part in discussions and decision making and to share ideas and equipment. Emphasis is placed on listening skills. Pupils are expected to accept the right of others to be heard and be able to express personal views. Adults in school act as good

role models. The very good relationships in the school contribute well to pupils' social development. Pupils learn that by working together they can make a difference to other children's lives, for example, by working together in their house groups. There is no school council to provide opportunities for pupils to influence school life. However, through works of charity and community involvement, the school makes good provision for raising awareness of issues of good citizenship. This is reinforced effectively in some lessons, such as science and geography at Key Stage 2 when studying ecological systems and the environment.

45. The provision for pupils' cultural development is satisfactory. Pupils are taught to understand and appreciate their own culture in lessons, for example in history and literacy. There are opportunities each year to attend field work investigations in the Lake district for pupils at Key Stage 2, and occasional visits to museums in Manchester. Extra curricular activities to enhance pupils' cultural experience include the putting on of a Christmas Concert. There are some, though insufficient, opportunities to learn about different cultural traditions, for example Judaism, and the celebration of Divali, which links into advent through the celebration of light. Sporting and musical opportunities to extend cultural development are unsatisfactory and there is no policy to guide this aspect of the work of the school. This is a minor weakness of the school.

Support, guidance and pupils' welfare

46. Despite several good features, the school's provision for pupils' support, guidance and welfare is satisfactory overall due to the weaknesses in the management of child protection and health and safety. However, since the previous inspection, the procedures to monitor pupils' learning have improved significantly.
47. Procedures for monitoring pupils' academic progress and personal development are good overall. Good systems are in place to assess pupils, on a regular basis, in the English, mathematics and science. As well as the National Curriculum tests in Years 2 and 6, pupils take various tests in English and mathematics, including optional assessment tests. This information is systematically used to identify pupils' strengths, targets and areas for development. Good work and attitudes are celebrated in weekly celebration assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and it helps to raise self-esteem. For special educational needs pupils, the identification and monitoring arrangements are good. Time related targets, which are measurable and realistic, are set in the individual educational plans and this helps to ensure effective monitoring of progress achieved.
48. Procedures to monitor and promote good behaviour and discipline are very good. A clear policy is applied consistently across classes. This makes a positive contribution to pupils' attainment and progress by helping to ensure that classrooms are centres of good quality learning. An appropriate range of rewards and sanctions are used regularly. The main emphasis is on recognising and rewarding good behaviour and pupils respond positively. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. For the few pupils with behavioural difficulties, parents are effectively involved and individual behaviour plans are put in place until behaviour improves. The playground is a more orderly and safe place as a result of the separation of younger and older pupils. Staff take a serious view of bullying incidents, which are very rare. Pupils are well acquainted with this issue through assemblies and classroom work. Pupils confirm that they are comfortable when informing adults, if either themselves or friends are subject to bullying or any other antisocial behaviour.
49. Procedures to monitor and promote attendance are satisfactory. Parents are clear on the need to contact school in the event of absence. The school focuses most of its efforts on the pupils and families when regular attendance is an issue. The Education Welfare Officer provides termly external monitoring and effectively intervenes in the rare cases of persistent attendance problems. Regular measurement of attendance is not part of school's measures. There are no certificates or awards for full attendance, as this is an expectation for all pupils.

50. Child protection procedures are unsatisfactory and a weakness of the school. There is no school policy and the issue is not included in the staff handbook. As a result, arrangements are insufficient to ensure that staff, especially supply staff, are informed of the school's procedures, or know and recognise the potential signs and symptoms of abuse. There is an appropriate designated member of staff. There are appropriate opportunities for pupils to discuss these and other matters in religious education classes, should the occasion arise, as part of the school's provision for personal relationships.
51. Procedures to promote pupils' well being are good. Pupils are well cared for if they are ill or otherwise distressed. The atmosphere in school is calm and supportive and this has a positive effect on pupils' learning and well-being. Parents confirm that the school successfully promotes a sense of caring for others, the importance of friendship and being a good person. The school has good arrangements for induction to the Nursery and Reception classes. The school enjoys good support from the support services in the local education authority. Year 6 pupils, who mostly transfer to the local Roman Catholic high school, are well supported generally.
52. Despite some good features, procedures to promote pupils' health and safety are unsatisfactory overall, due to significant weaknesses in health and safety management. There is no evidence of any risk assessments, inspections or audits to support practice, and this is a weakness of the school. The health and safety policy adequately defines responsibilities in school. Teachers make pupils aware of health and safety issues in practical lessons, thereby contributing to the development of a safety culture among them. Fire drills as well as the inspection of safety equipment and portable electrical equipment are carried out routinely. The practical arrangements to deal with incidents or accidents are well established and appropriate.

Partnership with parents and the community

53. Overall the partnership with parents and the wider community is good and makes a significant contribution to the quality of education provided and the standards achieved. The school maintains satisfactory community links. Parents are well involved in pupils' learning and the life of the school. Since the previous inspection, standards are broadly maintained, with improvement in the quality of pupils' annual reports.
54. The overall quality of information provided for parents is good. The homework diary and reading journal maintain purposeful links between home and school and keep parents well informed on school work. However some parents stated that they would appreciate more information in advance on curriculum topics. Pupils' annual reports give clear information concerning progress and targets. Regular newsletters keep parents aware of issues about school life. The school prospectus gives parents a clear impression on the school's expectations and character. The governors' annual report is a well-written informative document. The quality of information for parents of pupils with special educational needs is good. They are informed at an early stage and are invited to contribute to reviews.
55. Overall there is a good level of parental involvement in pupils' learning and in the life of the school. Parents find school approachable and consider that any concerns are well handled by staff. The great majority of parents are positive about homework and its arrangements. The two parent consultation evenings are very well attended and school is flexible in arranging an alternative time for parents when needed. Information in the pupil profiles concerning assessments is shared with parents appropriately at consultation evenings. The school has held effective workshops on literacy and numeracy, backed up with a booklet for all parents. To maximise attendance, separate sessions were held towards the end of the school day and in the evening. There are annual meetings for parents of pupils who are doing their national tests. Adult helpers provide valued support, particularly in design and technology and with reading. School concerts and a range of assemblies are well attended by parents. A home school agreement operates successfully. An active parent teacher association, which works closely and effectively with school, regularly holds a range of fundraising and social events. Recent donations include books for literacy, a contribution towards the new computer suite and help with school

visits. Pupils also attend some events, such as the family disco, thereby strengthening the informal links between school, pupils and parents.

56. Community links make a satisfactory contribution to pupils' progress and personal development. Church links are good. Pupils attend masses and the parish priest takes school assemblies regularly. They take an active part in church festivals such as harvest, Christmas and Easter. Pupils collect and donate substantial funds to charities. They learn to appreciate that by working together, they make a difference to other peoples' lives. School enjoys good links with public services. For example, Year 6 pupils take part in 'Crucial Crew' where police, fire, electricity and gas services combine to give pupils a good all-round awareness of hazards and safety in every day life. The school nurse is involved with various health issues, such as, hygiene, medicines and drugs. Wider community links, however, are unsatisfactory and a minor weakness of the school. For example, there is no school football team even though trained coaches from a major local professional football team undertake a football skills course for pupils at the upper end of Key Stage 2. There are no local business or industrial links. Satisfactory links exist with local schools and colleges, centred around the feeder secondary school. The educational visits programme helps to develop pupils' understanding of the wider world and promotes effective learning in various areas of the curriculum, including geography and history.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

57. The overall quality of leadership and management in the school is good and an improvement since the previous inspection. However, there is some uncertainty currently, due to the second prolonged absence of the head teacher in the last three years. The role has been taken over for the second time by the deputy head, who has been appointed acting head by the governing body. Under her management, systems are clear and routines are well established. As a result, and despite the temporary nature of her appointment, there is a satisfactory level of educational direction for the school. The governing body, active and enthusiastic, maintain a watchful eye over the school with some governors very involved in monitoring and adopting linked roles to curriculum areas. Guided by a good quality mission statement and clear aims, the school has continued to improve over time. Results in the standard national assessments continue to rise, management has become more efficient in its work and in uniting the staff and governors, and recently introduced systems of monitoring and evaluation are having a positive impact on standards. Due to uncertainties over the health of the head teacher, the acting head is having to take on board a great burden of responsibility. Governors and senior management have recognised the need to rationalise this at the earliest opportunity.
58. Support and monitoring of teaching and the curriculum are good. The acting head has made significant improvements since the previous inspection, despite a full time teaching commitment. All subjects have co-ordinators who undertake appropriate monitoring, mainly of planning and pupils' books. Overall co-ordination of this by the acting head and senior management team ensures that any perceived weaknesses are discovered and strategic decisions are taken to overcome them. Governors also give active support in this area. An appointed governor has helped to oversee the introduction of the National Literacy and National Numeracy Strategies by keeping a full record of classroom visits with good quality notes. Teachers have volunteered to be monitored in this way. Clear strategies for improvement have resulted from this and the very good quality monitoring by the English and mathematics co-ordinators over the past eighteen months. Other subjects, notably science, have benefited from similar monitoring and observations, with rising standards and progress. Management of pupils with special educational needs is good. The requirements of the Code of Practice are fully met.
59. The school implements its aims to a good degree. The mission statement and aims are reflected fully in all planning and in all classrooms. Parents approve fully of the values and attitudes that the school promotes through its work. Management has ensured that there are clear policies and

schemes of work in all subject areas, a significant improvement since the previous inspection. As a result, the ethos for learning is very good. Throughout the school, there is a strong commitment to raising standards, and the school has been very successful in achieving this. Relationships between pupils and staff, with good levels of support from governors help to ensure that classrooms are a hive of purposeful activity. Governors are constructively critical of the work of the school, and this helps significantly in the way the school reviews and improves its procedures.

60. The work of the school is centred around a good quality school development plan. As a result, development planning, monitoring and evaluation are of a good standard. Governors have a strategic overview of the process, and separate committees with fully delegated powers help plan and debate the targets set for the future. All staff and governors are involved in evaluating the successes of the development planning, following classroom visits, analysis of test results and issues raised locally or nationally. The school development plan identifies appropriate priorities, which are then costed against developments over time. Where possible, staff development is included, but this is not always fulfilled as training opportunities do not match perceived training needs. The school has appropriate targets for improvements in its performance in national tests, and works hard on effective strategies to achieve these. In all cases to date, the school has been successful.
61. Statutory requirements are not yet met in full and this is a weakness in the school in the following areas:
 - At Key Stage 2, in information technology, the requirements of delivering a broad and balanced curriculum are not being met, with insufficient teaching of modelling and control. Information technology is not sufficiently well integrated into other curriculum areas as a matter of good practice.
 - There is currently no provision for swimming at Key Stage 2.
 - The school does not keep a readily available list of any health and safety audits and the outcomes of these, including any action taken.

Staffing, accommodation and learning resources

1. The school has enough suitably qualified teachers to teach the full curriculum. Although there have been recent changes of staff, including the appointment of a newly qualified teacher, there is a good blend of experience and expertise. The school continues to be affected by long-term absence among the teaching staff. At present the head teacher and an experienced teacher are on extended absence. Inevitably there is a significant strain on the able and committed deputy head teacher. The composition of the staff provides appropriately for the effective delivery of the National Curriculum. All of the teaching staff, including the deputy head have full-time class responsibility. Staff have adequate and annually reviewed job descriptions which outline their role. The level of curriculum and management responsibility held by the deputy head teacher is presently too heavy.
2. Newly qualified teachers get good support from their school-based mentors. This support is in line with the local education authority guidelines, but there is no school policy for the induction of experienced teachers. A useful handbook provides staff with helpful, but limited, guidance and advice about some of the school's everyday procedures. They receive appropriate professional development and have had opportunities to observe teachers in school and also to have their teaching observed. Other training needs of teachers are not systematically catered for through a well-conceived policy. Recent training has appropriately focused on literacy and numeracy, and this has made a significant contribution to their effective implementation and the raising of attainment. The school is not meeting the statutory requirement for the professional development of teachers by having in place a formal programme of teacher appraisal. This is a weakness.
3. The number of support staff is sufficient to meet the demands of the curriculum. They are well qualified and work closely with the teachers. They support pupils with special educational needs and have appropriate experience and training. The clerical assistant and cleaning staff provide good support for the school.

4. Overall, the accommodation has significant weaknesses that affect the delivery of the curriculum. Classrooms in Year 2 and Key Stage 2 are cramped; the computer suite is too small to house a full class comfortably and the playground used by the under fives for large equipment has an inappropriate and potentially dangerous surface area. These shortcomings provide unsatisfactory conditions for the majority of subjects. However, good outdoor facilities exist for science and physical education. There are useful, and fairly spacious, areas outside classrooms suitable for groupwork and for developing library skills. Pupils benefit from working in a well maintained, clean learning environment provided through the commitment and enthusiasm of the care-taking staff. Recent improvements in the internal and external provision have been provided by the Diocese and the local education authority.
5. Overall, there are adequate resources for the effective delivery of the curriculum. The resources for science are good and extra finance is being sought from the parent-teacher association to buy staff texts. There has been a significant improvement in the quality and quantity of texts to support the National Literacy Strategy, and this is leading to increased levels of attainment. The quality and quantity of non-fiction books for independent research are unsatisfactory this restricts the development of research skills of pupils at Key Stage 2, although the school has access to the local library loans scheme which provides books of good quality. Other resources are well maintained and a recent improvement is the acquisition of more storage cupboards. This has improved access to the resources. In history, the book stock is just adequate but there is a need for artefacts.

The efficiency of the school

6. The quality of financial planning throughout the school is good and an overall improvement since the previous inspection. Major recent educational developments, such as the introduction of the National Literacy and Numeracy Strategies have been carefully costed and implemented. This has ensured good levels of staff training, awareness raising and expertise, resulting in improving results, especially at Key Stage 2. Governors are fully involved in the financial procedures the school adopts, and there is careful scrutiny and monitoring. Finances are kept under constant review by the governors and senior management team as the school approaches times when difficult financial decisions have to be made, with reducing numbers putting pressure on staffing ratios. The school development plan provides a clear launch pad for forward thinking with items costed or estimated wherever possible.
7. Good use is made of teaching and support staff. For pupils with special educational needs, support staff are effectively deployed. They are used well in classrooms for additional support, impacting favourably on learning and progress. The level of support is carefully monitored and well managed by the special educational needs co-ordinator. Currently, the school is monitoring carefully the value for money of devolved funding for two non-teaching assistants, employed to support pupils with individual education plans as a good preventative measure. Other staff are deployed well. Reducing pupil numbers have meant the amalgamation of classes at Key Stage 2 with mixed age teaching throughout. This has been introduced after consideration of prior learning levels and needs of pupils. With the current absence of the head teacher, additional staff release the deputy head to engage in managerial duties appropriately.
8. Learning resources and accommodation are used satisfactorily. There is still under use of the newly appointed information technology suite and current arrangements to teach whole classes in this relatively small room are unsatisfactory. Information technology resources are not used to best advantage in many classrooms, where computers are often idle for lengthy periods. This is a weakness in the deployment of school resources. Other resources, such as in design and technology and science, are used well and to good advantage. Shared areas outside classrooms in the Key Stage 2 area are used effectively for activities such as experiments, weaving and cooking. The library is used to a satisfactory extent for supporting pupils with special educational needs, but not used sufficiently for research or for developing library skills. The hall is used well for assemblies, physical education and for whole school singing on a regular basis.

9. Financial control and school administration are very good and improvements since the last inspection. Systems are now in place to help the finances run very smoothly. A fully trained and experienced administrative officer, with additional voluntary help from a governor, run an effective and efficient system. All ordering and spending is kept under careful control and review. Routines are well established and relieve the head teacher of unnecessary worries, so that other important tasks are addressed. The school is regularly audited and the recommendations of the most recent audit have been fully implemented.

10. Given the social context of the school, the below average attainment on entry, good teaching and good progress, the slightly above average cost per pupil, and the well above average results in tests at the end of Key Stage 2, the school gives good value for money. This is a significant improvement on the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

11. Children enter the Nursery at the beginning of the year in which they are four with attainment that is below that expected nationally. They enter the Reception class in the beginning of the year of their fifth birthday. Teaching in the Nursery class is enhanced by the very effective partnerships with support staff. Children make good progress in all areas of learning in the Nursery and satisfactory progress in the Reception class. In the Nursery, teaching is enthusiastic and challenging. However, teaching in the Reception class results in some activities not being sufficiently clearly focused for teachers to assess the success of the activity. This limits how effective their interventions are in helping children to make progress. By the time children enter statutory education, their attainment is in line with that seen nationally.
- 78.
79. Personal and social development is taught well in the Nursery and is satisfactory in the Reception class. Children's behaviour is good at all times in the Nursery and they make good progress in working together, sharing and taking turns. Good induction systems in the Nursery ensure that children are happy and confident. Good relationships are established and children feel secure in their learning. They gain confidence in their play and are keen to take part in all activities. Children play together with developing co-operation, for example in the sand and with bricks and other construction toys. They have many opportunities to select their own activities. Children transfer easily to the Reception class and soon settle into new routines. Children have good relationships with each other and adults. They share and take turns, and co-operate in activities. Many understand the difference between right and wrong. They show respect for materials and property, and concern for each other. Children have positive attitudes to learning and most sustain concentration in large and small groups with adults. Their behaviour is satisfactory. They lack opportunities to select activities themselves.
- 79.
79. **Language and literacy**

80. By the time they are five, children's attainment is in line with that expected nationally. Children make good progress in the Nursery and they make satisfactory progress in the Reception year. In the Nursery, good emphasis is placed on all aspects of early literacy. Children enjoy books and stories and have appropriate opportunities to talk about what they are doing. They have many opportunities to develop an awareness of the three main characters in early reading books. Good opportunities enable children to write for a purpose, for example when writing a letter to Father Christmas. Children play happily in the role - play area and are encouraged to develop speaking and listening skills. Some effective questioning during activities such as creative play, when printing wrapping paper develops their vocabulary well. The National Literacy Strategy is used in the Reception class to structure lessons effectively. Children recognise their names and some letters of the alphabet. Most know how to handle books. They understand that print carries meaning and, in English goes from left to right. By the time they are five, children show satisfactory control of pencils and crayons when drawing and beginning to write. Adults give effective support when teaching the focus group but little attention is given when pupils use the limited writing area. There are too few opportunities for children's own interests and ideas to be used as starting points for learning, for example, by becoming authors and illustrators of their own books, or of class books on topics of their choice.
- 80.
81. Teaching is good in the Nursery and children are given many opportunities to develop and to explore. Teaching of literacy is extended across the curriculum and children are given many opportunities to develop language skills. Children are encouraged to listen carefully and to think about books. Through effective teaching, they make good gains in their vocabulary, as they sequence events in a story, for example "We're all going on a Bear Hunt." Teaching is well planned and clear, which enables nursery nurses to focus carefully on what needs to be taught to children of different levels of attainment. Teaching in the class is satisfactory when adults are working with a group of children to support their learning. Opportunities are taken to assess their progress. However there is some weakness in organising provision for literacy development, which limits children's progress. For example, the range of tasks offered to groups of pupils did not sufficiently challenge higher-attaining children in one lesson observed.
- 81.
81. **Mathematics**
82. By the time children are five, attainment is in line with the standards expected nationally. Children in the Nursery have many opportunities to count, work with sand and water and play number games with adults. In reception children further develop these skills. They learn to recognise numbers and are beginning to write them. They enjoy number rhymes and songs. However mathematical work with sand and water, in construction and in creative activities is not well developed. There are too few opportunities for children to compare size, shape, length or weight and begin solving problems. This limits their progress. Teaching of mathematics in the Nursery is good. Many opportunities are provided for children to experience a wide range of mathematical activities. There was one example of unsatisfactory teaching, which occurred when planning did not ensure progress in children's learning. In other cases, teaching was satisfactory.
- 82.
82. **Knowledge and understanding of the world**
12. Children's knowledge and understanding of the world reaches the expected standard when children are five. They can talk about events in their lives and their everyday experience, and are developing an awareness of living and growing things. In the Nursery, children have many opportunities to dig in the garden and to watch plants grow. They are interested in living and growing things. They talk about things they see and about their play with dinosaurs. They use the home area for pretend cooking. In the Reception class, children are given opportunities to explore different light sources using a torch to shine against many different materials. However, the youngest children are not given many opportunities to develop an awareness of living and growing things. The curriculum is structured to the National Curriculum and does not include enough practical opportunities for young children to experience within the desirable learning outcomes. Time for role - play is limited by the organisation of the day and there are limited opportunities for play with sand and water. Adults tend to supervise these activities rather than

use them to promote learning which, limits progress. Children gain a greater understanding of how things develop over time through discussing old and new toys in their history lesson.

83.

84. Provision for this area of learning is insufficient. The outdoor area where children can grow things, investigate, explore and search for tiny creatures is very small and restricts the potential learning. Teaching is good in the Nursery. Teachers use all available resources to give children opportunities and experiences to develop their knowledge skills and understanding of this area of the curriculum. Teaching in the Reception class is good, focusing appropriately on scientific investigation using torches and light.

84.

Creative development

85. By the time they are five, children's creative development reaches the expected standard. Children in the Nursery and Reception class have many opportunities to use paint and dough, and to make models with waste materials. Children print, for example, in the nursery children were printing wrapping paper for a present. They use paint to develop their artistic skills and develop language to describe what they have painted. They enjoy singing songs and rhymes and learn the words well. They accompany their singing using a range of untuned instruments which they can readily name through listening to the sound made. They develop basic skills of working with crayons and paint and chalk to create pictures, for example in reception children were creating an imaginative picture using Van Gogh's "Field under thunderclouds" as a stimulus. Children are given many opportunities to develop their artistic skills and bring enthusiasm and enjoyment to their work. The quality of teaching is good in the Nursery. Planning of activities and in availability of resources to support learning is detailed to children's needs. Teaching develops language, supports control of pencils, brushes, use of glue sticks and scissors to cut. Teaching in the Reception class is satisfactory with the teacher focusing on a group of children to develop skills with different mediums such as pastels. However monitoring of development of other groups is given insufficient attention.

Physical development

13. By the time children are five, their attainment reaches the expected standard. In the Reception class children demonstrate a variety of body shapes as they perform simple travelling actions. Children use space well and are careful of others. In the Nursery, children develop the sequence of a story through movement. The Nursery has its own outdoor fenced area with a hard surface and grass. It is very small. There is provision for large climbing apparatus but no appropriately safe surface, which is hard on which to place the larger pieces of climbing equipment. This is a minor weakness in provision. The Reception class has no separate provision from the main school. The quality of teaching is excellent in the Nursery and satisfactory in Reception. The use of language to support learning in the development of sequencing a story using movement ensured that very good progress was made. Teaching enables children to develop their gymnastic abilities and to develop travelling movements with confidence.

14. The overall quality of teaching varies from excellent in the Nursery to satisfactory in the Reception class. Where it is excellent, a range of interesting activities is planned, and resources, which build on children's experience, are effectively deployed. In addition, appropriate adults help to extend learning. There is flexibility so that when a session is going well it can be extended in order that children's work and concentration can develop. Where teaching is satisfactory the range of activities is narrow and there are insufficient opportunities for children to develop as they are moved on to another activity prematurely. Not all children receive sufficient attention and support to extend their learning.

15. The Reception class curriculum is generally planned using the National Curriculum. During the inspection, areas of learning for children under five were included in planning and the National Literacy Strategy and Numeracy Strategies were used when planning these areas of the curriculum. Staff have yet to organise a curriculum policy and scheme of work. The Reception class teacher has very recently taken on the role of early years co-ordinator but has had

insufficient time to implement strategies to effect a more appropriate curriculum for the under fives.

ENGLISH, MATHEMATICS AND SCIENCE

English

16. The attainment of pupils currently in Year 6 is above average and they make satisfactory progress throughout the Key Stage. The results of the 1999 national tests for eleven year olds were above the national average and well above the average when compared with similar schools. The proportion of pupils attaining the higher Level 5 was in line with the national average. Taken across the three years from 1996 to 1998, attainment was close to the national average. However, there was a significant dip in the level of the 1998 results which fell below average levels. There was no difference between the attainment of boys and girls.
17. The attainment of pupils currently in Year 2 is average and they make satisfactory progress throughout the key stage. Attainment has slipped since the beginning of the year, most particularly in the quantity of work produced. At the end of Key Stage 1, the 1999 National Curriculum test results were above average in reading and average in writing. When compared with results achieved by pupils in similar schools, attainment in reading and writing were well above the average. Teacher assessment in speaking and listening indicate that attainment was above the national average. The proportion of pupils attaining the higher Level 3 was close to the national average in reading, well above the national average in writing and well above the national average in speaking and listening. Between 1996 and 1998, pupils' attainment in reading remained steady but consistently just below national averages. In writing, attainment dropped in 1998 to a level in line with the national average. The performance of boys is above that of girls in reading and writing.
18. Attainment in speaking and listening is in line with the national average by the end Key Stage 1. Pupils listen for a reasonable length of time, show an understanding of the main points in a discussion and make appropriate responses. For example, in Year 2 they provide anecdotal views when discussing ' The Broken Roof' and the higher- and average- attaining pupils show good understanding of the text. Overall, pupils talk sensibly about stories they have heard and provide interesting detail when describing their experiences. By the end of Key Stage 2, attainment is above the national average. The majority of pupils provide thoughtful and relevant responses that indicate careful listening. For example, in Year 6 pupils discuss complex grammatical structures such as the use of clauses and how to connect them, thereby making their writing more interesting to the reader. The quality of talk engages the listener and ideas are suitably developed. Higher-attaining pupils give mature answers to searching questions.
19. Attainment in reading is above the national average by the end of both key stages. The majority of pupils in Key Stage 1 are accurate, fluent readers who understand the books they are reading. Higher attainers achieve appreciably higher standards, particularly in the clarity of the detailed accounts of plot, referring to the text when describing characters and predicting outcomes for the story. Lower-attaining pupils have satisfactory skills, but when recounting the plot of a book they become slightly confused. By the end of Key Stage 2, the majority of pupils read accurately, fluently and with understanding. Many self-correct, respond to the characters in their books and are good at finding relevant facts on a page. One average attainer described the character (Charlie) as being ' quiet, like himself '. Across the key stage, pupils have good library skills, but the library has only recently started to be redeveloped and is under-used. The school is very fortunate to be able to call on a parent who has the appropriate skills.
20. Attainment in writing is in line with the national average by the end of Key Stage 1. Pupils write for a variety of purposes and are beginning to recognise the needs of their audience. The majority of pupils sequence sentences and understand the use of capital letters and full stops. Higher-attaining pupils have legible and consistently sized handwriting, and their work is mainly printed

script. Their spelling is generally accurate, but this is not the case for the majority of pupils. The majority of lower-attaining pupils are beginning to write sentences, usually in legible handwriting. By the end of Key Stage 2, attainment is above the national average. The majority of pupils successfully adapt their style to a wide range of writing opportunities, for example, narrative and descriptive pieces, letter and poetry writing, journalistic style and re-writing a play as continuous prose. Pupils plan, draft and improve their work, and most provide sufficient detail for the reader. Most pupils write in paragraphs and use a range of punctuation accurately, such as direct speech, question and exclamation marks. Higher-attaining pupils show greater maturity in their writing, by using adverbs effectively and introducing dialogue to increase the impact for the reader. Spelling is mainly accurate, but the lower-attaining pupils have less knowledge of spelling rules and conventions. The majority of pupils have legible and neat handwriting, but the use of joined script is inconsistent.

21. Overall, in Key Stage 1, pupils make satisfactory progress. The majority of pupils make satisfactory progress with their speaking and listening. Their range of vocabulary is increasing and improved listening skills are leading to more detailed re-telling of stories. In reading, higher-attaining pupils in Year 1 use an increasing range of clues when confronting new words. In Year 2, lower-attaining pupils are making significant gains, most particularly in the range of words they know and in the fluency of their reading. However, progress is not as marked in their ability to recount the story. In writing, all pupils make at least satisfactory progress. This is most evident in spelling, punctuation and presentation. In Year 2, higher-attaining pupils make good progress in their ability to provide sufficient detail for the reader and the highest attainers have developed a neat and joined script. Average- and lower-attaining pupils have made good progress since the start of the year in their handwriting. However, the same rate of progress is not apparent in other aspects, and the quantity of work produced is below the expected level.
22. In Key Stage 2, pupils make good progress overall. In speaking and listening the rate of progress is good, but there is an acceleration in Years 5 and 6. This is due to a widening of opportunity, such as discussion about the differences between writing biography and autobiography. There are also regular occasions for discussing the finer points of using information technology to enhance their written work. In reading, higher-attaining pupils improve well their reference and library skills, breadth of vocabulary and their expression. Lower-attaining pupils make satisfactory improvements in their response to plot, they increasingly retain their knowledge of story lines and regularly refer to the text. In writing, the majority of pupils make satisfactory gains in accurate spelling and punctuation. Average-attaining pupils are improving their use of apostrophes by Year 6 and lower-attaining pupils are making good progress in improving their sentence writing and accuracy of punctuation. Higher-attaining pupils in Year 6 make good improvements in their use of adverbs. However this is not matched by improvements in the quality of presentation, for instance, in the inconsistent use of print and joined handwriting.
23. The National Literacy Strategy is being implemented well. There is an appropriate choice and a range of texts which provide good opportunities for discussion, analysis and the development of skills, knowledge and understanding. Reading and writing skills are used soundly in most areas of the curriculum, for example, in history, geography and mathematics, most particularly the very good acquisition and use of technical language. Pupils' capacity for independent study is enhanced by good library skills. However, the library is clearly inadequate and narrow in its range of books.
24. Overall, pupils have good attitudes to their work. In Key Stage 1, pupils work hard, concentrate for long periods, behave well and form positive relationships with other pupils and adults. In Year 2, pupils persevere when tasks become difficult and this includes some lower attaining boys. In Key Stage 2, pupils maintain successfully the positive and hard working attitudes and high standards of behaviour. Pupils respond very well to very good teaching in the Year 3 and 4 class. There are very positive relationships, a prompt and sensible reaction to the teacher's humour without taking advantage and good levels of listening skills while appreciating the contributions of the views of others.

25. Overall, the quality of teaching is satisfactory. There were a significant number of lessons observed judged as at least good. In Key Stage 1, all of the lessons are satisfactory. Particular strengths are the planning which develops a theme during the week, high expectations and the accurate use of assessment. Generally, teachers have sound knowledge and understanding of the subject, they use time and resources appropriately and their management is calm and effective. However, the evidence in older pupils' books is that the range and quality of work is not as good as it was at the beginning of the year and this is due mainly to a drop in the level of expectations. In Key Stage 2, the teaching ranges from very good to satisfactory. Many of the strengths are found in the Year 3 and 4 class. For example, the pace and expectations are very good and higher than in most other classes. The teacher motivates the pupils to a high level and this promotes very good progress, most particularly in the development of oracy. In the good lesson in Year 4 and 5, pupils were appropriately challenged by the choice of poetry text and the good quality questioning. Teachers throughout the key stage have a clear view of how to use assessment to help in grouping pupils and the quality of their marking is generally good. For instance, the marking of extended writing sets targets and develops a debate with the pupil that discusses present qualities and direction for further improvements. Generally, classes are managed well and teachers have a good knowledge and understanding of the subject. Teachers usefully display pupils' learning targets for the term on the table they are working.
26. The curriculum is good overall and fully meets the requirements of the National Curriculum. The policy has been reviewed recently and the scheme of work follows the National Literacy Strategy. Approaches to assessment are consistent and effective, and this is amply illustrated in the good quality of marking. Leadership is good and the coordinator is making progress in addressing weaknesses. For example, the library is seen as being in need of development, most particularly in terms of the range of stock. Resources are generally good for the development of Literacy.

Mathematics

27. Standards of attainment at the end of Key Stage 2 are above national averages. Results of the national tests in mathematics at age 11 are also above national averages. This is a marked improvement on the 1998 national test results, which were well below average. There is no difference between the performance of boys and girls. In comparison to schools with pupils from similar backgrounds, results are well above average. The proportion of pupils achieving the higher Level 5 in the 1999 tests is well above the national average and a further significant improvement on the previous year. Overall trends since 1996 have shown improvement, although there has been inconsistency in this. The school has responded appropriately to the weaknesses in underachievement in higher attaining pupils, the lack of consistent marking and absence of a scheme of work identified in the last report.
28. Inspection findings show attainment currently to be in line with national averages by the end of Key Stage 1. The 1999 test results, however, show attainment to be above the national average. This is an improvement on the previous year when the results showed attainment to be below national averages. The proportion of pupils reaching the higher Level 3 is well above national averages in the 1999 tests. In comparison with similar schools, pupils' performance is above average for pupils reaching Level 2 or higher, and well above average for pupils attaining the higher Level 3. These results have shown improvement since the previous inspection, although there has been some inconsistency year on year.
29. Inspection evidence shows that, by the end of Key Stage 1, attainment is in line with national averages. Pupils understand place value to 100, and know by heart addition and subtraction facts to 20. They use mathematical vocabulary to describe size, position and direction of numbers, using a number grid. The evidence from the inspection shows that by the end of Key Stage 2, attainment is above average. Standards are improving from Key Stage 1. Investigative work is very secure and is a strength of the subject. Pupils identify and use appropriate operations to solve number problems. They work confidently in mental mathematics, and are developing a good understanding of number patterns and relationships. Pupils show an understanding of the place value of numbers to 1000 and can use this to make approximations. They use mental recall of

addition and subtraction facts to 20 and use 2, 5, and 10 multiplication tables proficiently. They work confidently with multiplication and understand how to check out their results by working in different ways.

30. Progress is good over time and across both key stages. However, progress is very good in many lessons at Key Stage 2. There are positive benefits from following the guidelines for the National Numeracy Strategy. In lessons in Years 1 and 2, progress is satisfactory. When pupils start the National Curriculum at five years old, their attainment is broadly average. Pupils in Year 1 make satisfactory progress in handling numbers to 20. They recall addition and subtraction facts to 10, and recall pairs of numbers which total 10. They learn to tell the time and estimate and check the length of time in a minute. In Year 2, pupils write number sentences to 20, and use the 100 square to revise multiplication facts to 20 appropriately. They use the number square to 100 to learn the 10 times table effectively. Most pupils are currently attaining average levels, with a smaller proportion of pupils attaining above average than the test results showed last year.
31. In Years 3 and 4, pupils improve their numeracy skills well. For example, they practice quick recall of addition and subtraction facts and develop an understanding of place value, and that the position of a number signifies its value. Pupils learn about fractions and understand the fractions of a shape, for example pupils could recognise and approximate proportions of a whole and use simple fractions to describe this. In Years 4 and 5, pupils estimate length and check using standard measures. Pupils work mentally in two decimal places and convert this to a fraction accurately. Pupils understand that a square and a rectangle both have four right angles and could plot and explain this. They develop their understanding of quadrants and plotting shapes using a problem solving approach. In mixed age classes, progress is supported by suitable planning for different levels of prior attainment. At both key stages pupils progress in investigative work is good. In lessons in Key Stage 2 progress is often very good, due to very good teaching strategies and the fun and enjoyment generated by rapid fire mental sessions and challenging investigative tasks.
32. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. These plans are incorporated into planning and this supports teaching and learning well. Appropriate support is provided for all pupils who have an individual need and this has a positive effect on progress. There is a good level of interaction between class teachers and support staff. A high level of teacher- pupil interaction is achieved.
33. Pupils' numerical skills are developing well across the whole school. Many pupils have a range of strategies to recall number facts, and to solve number problems quickly and accurately. They have a good feel for the size of a number and where it fits in the number system, for example when sequencing number cards on to a line. The school's strategy for numeracy, which is in line with the National Numeracy Strategy, is being established well throughout the school. It is promoting flexible methods of working without relying on a published scheme.
34. Pupils' attitudes to learning are good overall. They enjoy lessons, take an active part in discussions, and are enthusiastic about answering questions. Pupils are interested in their work and concentrate well. They are keen to share with the rest of the class the strategies they have used in calculating answers. Pupils are eager to use the vocabulary they have learnt in lessons, and explain it. They are beginning to develop flexible methods of working which aid progress. Pupils have good relationships with each other, and with adults.
35. Overall, teaching is good. It is satisfactory in Key Stage 1 and very good in Key Stage 2. The National Numeracy Strategy is making a significant contribution to achieving this quality. Teachers have good subject knowledge. They are clear about the learning aims and share them well with pupils. Lessons are well structured, but in Key Stage 1 lessons often proceed at a very fast rate and do not always allow pupils time to reflect and consolidate their learning effectively. This reduces the rate of progress that pupils make. Overall, teachers provide clear explanations of the key concepts, and encourage a range of mental and oral strategies, and written methods. An

appropriate level of challenge is offered in mental mathematics, where sessions are often fun. Good use is made of the summary session at the end of lessons to assess gains in pupils' knowledge and understanding. It is also used to evaluate the lesson's effectiveness. Assessment is carried out and recorded and used consistently to help in subsequent planning.

36. Resources are satisfactory. They are well used, except for computers, which are rarely used to extend learning or consolidate new ideas. Homework is used consistently in Key Stage 2 to extend and consolidate work done in class. Displays in mathematics are stimulating and help create a pleasant learning environment.

Science

37. Science is a significant strength of the school. Standards in science are well above average at the end of both key stages as recorded in the 1999 national assessments. At the end of Key Stage 2, all pupils achieved Level 4 or above in the 1999 national tests, with a significant proportion, thirty-nine per cent, achieving the higher Level 5. In comparison to schools with pupils from similar backgrounds, the school is placed very high. Inspection findings confirm these results. Results have shown improvement over the last three years and pupils' performances are significantly improved since the previous inspection.
38. At the end of Key Stage 1, performance of pupils as assessed by teachers as part of the national testing shows standards to be well above national averages. In comparison to schools with pupils from similar backgrounds, performances are well above average. Inspection findings confirm these results which show an upward trend over the last three years. One third of the pupils achieved the higher Level 3 in the assessments, also an upward trend on previous years.
39. Towards the end of Key Stage 1, pupils are able to design a fair test and a majority understand the necessary conditions for it. They have a good level of understanding of the use and application of medicines, with all pupils having clear understanding of the health and safety issues. Towards the end of Key Stage 2, pupils have a secure knowledge of the properties of various materials. They understand the principles of magnetism well. They can conduct a fair test while varying one or more factors. Pupils have very good levels of understanding in the constitution of a food chain, and they can distinguish this from a food web appropriately. They understand well different animal and human habitats through a cross-curricular study of Antarctica. Pupils record their findings by drawing charts and diagrams, including flow charts, as well as being able to convert bar charts to pie graphs, for example.
40. Progress in science is good at both key stages. At Key Stage 1, progress over time and in lessons is good. At Key Stage 1, pupils begin to learn a sophisticated technical language and become familiar with words such as predict, measure, transparent and opaque. They develop skills of independent learning as they investigate and experiment. This aspect progresses well from using torches to test how light travels and casts shadows in the Reception class through to predicting which materials will be attracted to magnets in Year 1. Higher attaining pupils make very good progress by beginning to predict that not all metals have magnetic properties, for example. Lower attaining pupils, including those with special educational needs make good progress. Pupils gain in the knowledge and understanding that materials such as card, paper and cloth do not normally allow light to travel though, yet can make accurate and sensible predictions about transparent materials, for example.
41. Progress at Key Stage 2 is also good over time and in lessons, and builds successfully on the prior gains and knowledge from Key Stage 1. Investigative skills are well developed across the key stage. In Years 3 and 4, pupils begin to understand how different sized magnets will attract metal more easily. They begin to predict, for example, how near to a magnet a safety clip needs to be before it is drawn by the force-field. Results are recorded in a variety of ways and then presented in different forms such as varying types of graphs, diagrams or lists. Pupils continue to build well on their knowledge and understanding of the human body in Years 4 and 5 as they investigate the effect of exercise on pulse rate and heart-beat. They learn effectively that exercise is good for increased blood circulation, and they record the results appropriately following experiments outside the classroom with effective parental help. Higher-attaining pupils develop well the skills of accuracy in measurement and testing, and they make good progress when varying the conditions to prove a point in a fair test. Lower-attaining pupils, including those with special educational needs also make good progress. Their methods of recording, for example, are often pictorial, but nevertheless effective. They develop a sound understanding of technical language and can talk about habitats and ecological systems appropriately in Years 5 and 6.
42. Pupils' attitudes to work are very good. They undertake experiments with enthusiasm and vigour. They organise themselves well and debate outcomes and make predictions in an atmosphere of

mutual support. They listen well to staff and take particular note and care of health and safety issues from an early age in the Reception class and beyond. Equipment is shared equitably and pupils tidy up with a minimum of fuss and noise. Behaviour is very good. All this enables a very positive ethos for learning to be established in all classrooms, leading to very good progress in many lessons and good progress in the remainder.

43. Teaching is good at both key stages. Teachers have good knowledge and understanding of the curriculum and how to deliver it. Questioning at the start and end of lessons is purposeful and contains a significant amount of appropriate technical language. Expectations of performance and achievement are high, especially in some of the Key Stage 2 lessons when investigations are being conducted. Planning is good overall, with some examples of very good planning in Year 1 to enable pupils to gain independence in their learning through developing social and investigational skills. Teachers use support staff well when planning their lessons, and in turn support both the lower and higher attaining groups when necessary. Homework is used effectively to enhance the work done in the classroom. Work is regularly marked and assessed, and this information is used to determine groupings and targets. Teachers have a great deal of confidence in the subject and they use resources effectively with clear reviews of learning towards the close of lessons.
44. The subject is very ably and enthusiastically led by the co-ordinator. Monitoring of books is thorough and regular, as are informal meetings to discuss issues. Information obtained is used to set effective targets, with the school currently focussing more deeply on investigative work, where test results reveal a small weakness. Committed to sustaining standards, and improving them wherever possible, the co-ordinator, through her enthusiasm, has raised the status of the subject in the school to the major strength that it now is.

OTHER SUBJECTS OR COURSES

117. Information technology

45. Attainment at the end of both key stages is below average. The reasons for these poor standards are common in both key stages:
 - insufficient use of assessment to accurately judge pupils' levels of attainment;
 - variable, and in some instances, insecure teacher knowledge;
 - weak management of the subject;However, progress can be reported on several fronts: the computer suite is a valuable but limited resource, money from the National Grid for Learning project has provided fourteen new sets of hardware and there is a willingness on the part of the staff to learn about computers and their applications.
1. Although no lessons were seen in Key Stage 1, it is possible to make some judgements about pupils' attainment on the basis of a brief discussion with a small sample of Year 2 pupils and through looking at the newly produced policy. By the end of the key stage, a small number of pupils know how to program a floor turtle to make it move forwards and backwards. The majority can type sentences on the computer screen, use the delete key to erase mistakes and insert capital letters using the caps lock. In the main, pupils are not knowledgeable about key positions and most type slowly. A majority of pupils have access to some kind of computer equipment at home and most have used simple paint programs.
2. By the end of Key Stage 2, the majority of pupils can access, retrieve, edit and save work. They confidently use the mouse and keyboard when engaged in cutting, re-ordering and pasting text. Discussions with higher-attaining pupils reveals the fact that they have regular access to hardware at home and that they can already complete the set task. Average- and lower-attaining pupils are beginning to show confidence when dragging text by using the mouse and subsequently highlighting and editing their work. The potential of using computers and word processors across the curriculum is emphasised in the Year 6 work on biographies and autobiographies. Higher-attaining pupils showed their satisfactory typing skills and their appropriate knowledge of how to

log on, accurate scrolling up and down of text and use of the space bar. Some pupils have a little knowledge of how photographs can be scanned into the computer but few of them have any understanding of how their written work can be enhanced with pictures extracted from graphics software. In mathematics, pupils can enter data into a ready format, label axes and print out the graph. The majority can provide good questions based on their completed work.

3. Progress in both key stages is unsatisfactory when judged over time. In the few lessons observed pupils made satisfactory progress in relation to their prior attainment. Too little account is taken of pupils' prior knowledge and understanding. Consequently, pupils are often repeating work they have already mastered, usually at home. There are signs that the acquisition of the new suite, greater confidence and expertise from staff and appropriate use of National Grid for Learning funds are having an effect on the rate of pupils' progress. For example, in Year 5, all pupils log on, enter a password, highlight text and cut and paste. This is satisfactory progress and provides a basis for more advanced work and also will broaden the opportunities for using skills in other curriculum areas, such as literacy and history. Pupils with special educational needs have equal access to the computer but they also make unsatisfactory progress.
4. Despite obvious frustrations caused by faulty equipment and cramped conditions in the computer suite, pupils' attitudes to the subject are good. They are keen to learn how to use the technology and try hard to produce work of good quality. Pupils listen attentively when given instructions and behave sensibly and responsibly when working on the computers. The grouping of higher-attaining pupils with lower-attaining pupils leads to sensitive and constructive support. The majority of pupils concentrate well and for long periods, but some higher attainers who already have the necessary knowledge and understanding of the work being done find it difficult to concentrate for very long.
5. The quality of the teaching seen during the inspection is satisfactory. No lessons were seen in Key Stage 1 and the evidence available would not support a judgement. The few lessons seen in Key Stage 2 were all satisfactory. Account needs to be taken of the fact that technical difficulties meant that pupils had not been able to access the computers for three weeks and that their experience of using the computer suite is very limited. Planning is satisfactory overall and the teachers' knowledge and understanding are satisfactory within a very limited focus. The lack of assessment means that teachers do not tailor their lessons to match pupils' prior attainment. For example, in Year 4 and 5, all the pupils were given the same task, even though some could already carry it out effectively. Resources are used soundly and the management and control of pupils is, at least, satisfactory. However, it is good in the Year 3 and 4 class.
6. Subject management is ineffective in promoting development and the function of the co-ordinator is unclear. The present written policy did not benefit from wide consultation. The setting up of a computer suite is a wholly worthwhile extension to the school's commitment to information technology. However, the size of the room does not complement the chosen style of teaching which centres on taking a whole class into the area. Clear thought, appropriate methods of teaching and visionary planning are not in evidence.
7. The national scheme of work has been introduced, but at this time the programme does not fully meet statutory requirements, most particularly in Key Stage 2 with the lack of monitoring, controlling and sensing technology. The introduction of the new policy lacks the support of a clear plan for staff development to raise teachers' knowledge and understanding. Resources are adequate in terms of hardware, but inadequate with regard to software and other devices such as tape-recorders.

Art

8. Only two lessons took place during the time of inspection so further evidence has been gathered from discussions with pupils and teachers, examination of pupils' work and teachers plans. Overall, pupils including those with special educational needs, make satisfactory progress in art.

9. Pupils make satisfactory progress at Key Stage 1. They make steady improvement in the skills of mixing colours to match those in well-known paintings, for example, in Van Gogh's 'Field under Thunderclouds' and in paintings of tulips by Van Vuong. Pupils are able to represent paintings in the style of L. S. Lowry, and at the end of the key stage, they develop skills further through colour mixing. For example, pupils in Year 2 are able to paint rooftops using primary colours. They use previous skills and knowledge to make the colour lighter or darker. Pupils develop cutting and joining skills with growing accuracy. In Key Stage 2, progress is also satisfactory. Pupils continue to extend and develop their art work. They make steady progress in using a variety of materials to create pictures. They communicate observations clearly when illustrating their work in other curriculum areas such as Ancient Egypt and use three dimensional collage when re-creating a display of Antarctica. Although pupils use their sketch books occasionally, not enough opportunities are given for pupils to develop these skills.
10. Pupils show a good attitude to work. They listen carefully and concentrate on the task. For example, they take a keen interest in learning to mix colours to make them lighter. Pupils work well together and share resources. They are helpful and considerate of each other's work. Behaviour is good.
11. On the basis of the lessons seen, some judgements regarding the quality of teaching can be made, with supplementary evidence gained from pupils' work and teachers' planners. Teaching is satisfactory. Lesson planning contributes effectively to pupils' motivation and progress. Teachers have sound understanding of the subject and manage lessons well. They use appropriate resources. The multicultural dimension in art is not well reflected in planning. The quality of provision has been maintained since the last inspection. The subject has a designated co-ordinator who has updated the policy and scheme of work which provide appropriate guidance for staff. She gives help and advice to staff on an informal basis. The development of monitoring of the subject to raise standards is unsatisfactory with no current time for release from teaching to do this. Assessment arrangements are satisfactory. Accommodation, which is very small in some classrooms, is unsatisfactory and adversely affects teaching.

Design and technology

12. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. Overall, pupils develop an appropriate understanding of the processes involved in making, and in refining a finished product. Using slippers or hand puppets, for example, designs are planned on paper, thought through carefully, modified and then put into practice in the classroom. Pupils learn increasing degrees of accuracy as they draw or cut materials such as card or fabrics. They become increasingly accurate so that by age eleven, pupils can explain in detail the processes in full, including suitability for purpose. Pupils learn a good range of technical language as they mature. They build effectively on prior knowledge and understanding, and the range of their skills increases to an appropriately high level as they approach the end of Key Stage 2. Pupils choose ranges of fastenings for their products such as glue, staples or sewing. Most pupils can explain how powered vehicles move and the functions of batteries or electricity in turning axles and wheels. Parent helpers play a very important role in supporting the learning. In Year 2 and Year 5 and 6, for instance, parents help pupils to become more proficient when threading a needle, or sewing fabric using appropriately sized stitches and knotting the end of the thread. Parental help has a good positive impact on the quality of learning, and pupils are very keen to work alongside parents in this manner. Pupils with special educational needs are well supported in many lessons, principally by parent helpers and the classroom teacher, and this improves the quality of their work and the good progress they make.
13. Pupils' attitudes to learning are very good. At each key stage, pupils enjoy their lessons. They listen and watch carefully and when engaged in practical work, they discuss their ideas with each other, or the adults present. Most are very keen to succeed and to improve. They think carefully before making their choices and they can offer reasons for them, which are appropriate. Pupils take care and pride in their designs and are eager to demonstrate their modifications. Positive attitudes to learning and pupils' very good behaviour have a significant impact on the quality of

learning and on the quality of completed items, which are good overall.

14. Teaching is good at both key stages. Good well-researched ideas are communicated clearly to pupils, with demonstrations of good practice as suitable models. Pupils learn the necessary health and safety rules, including how to secure a needle in fabric when an article is completed. Teachers' planning shows a good range of experiences across both key stages, thereby enabling pupils appropriate choices and clear targets for which to aim. Lessons are well organised to give an appropriate balance between teacher talking and demonstrating, practical experiences, and reviewing at crucial stages during and after the practical sessions. Teachers are guided by a clear policy and good quality scheme of work, developed from a sound commercial base. This is an improvement since the previous inspection.

132. **Geography**

15. Only one lesson was observed during the inspection. Evidence has been gathered from a scrutiny of pupils' work, teachers' planning, talking to pupils and staff, and various related documents. Progress is satisfactory at both key stages. Planning is satisfactory in building up an appropriate range of geographical skills over both key stages. Pupils understand the purpose of maps by age eleven. Starting out in Reception classes with little awareness of where things are related to one another, pupils gradually begin to recognise relationships of objects in the classroom, and on a wider scale, out in the local environment. Simple plans show pupils gaining in understanding of how to draw maps. These skills are built upon successfully across Key Stage 2, with fieldwork in the Lake District adding interest and investigative skills. Most pupils at Key Stage 2 can identify major map symbols and they understand co-ordinates and how to read them when locating specific places.
16. Pupils gain in understanding of the differences and similarities between locations in varying parts of the world. Pupils have some understanding of lifestyles in the Caribbean, India and Antarctica, for example. They understand ecological systems and how they are affected by climate. Pupils begin to appreciate the impact of erosion on land-surfaces, and have appropriate understanding of the water cycle. Most pupils develop a good range of technical language at both key stages, using words such as evaporation, precipitation and erosion in appropriate contexts. Pupils with special educational needs make similar progress to the rest of the class, and most can grasp concepts in geography to a satisfactory extent, although their knowledge of map symbols is less secure.
17. Pupils' attitudes to learning in the one lesson seen, and on examination of their work, are good. They listen with interest, and produce neat and tidy written work with appropriately labelled diagrams containing a key and scale. It is not possible to judge teaching overall, but planning is consistent and appropriate at both key stages. This ensures that pupils receive a broad and balanced curriculum. Assessment is good with end of module tests recorded against pupils' understanding of concepts at both key stages. Fieldwork makes a significant contribution to the social and cultural development of pupils although its frequency and regularity are only just adequate. Overall, there have been improvements since the previous inspection, notably in the production of a sound scheme of work.

History

18. During the inspection most classes were seen in history lessons; however it was not possible to see the Year 5 and 6 class and because of timetable constraints there was no work sample for the class. Evidence was drawn from teachers' plans, scrutiny of work and discussions with pupils. The majority of pupils in both key stages make good progress in lessons, extending their knowledge and in acquiring the necessary skills to be historians. Pupils with special educational needs make satisfactory progress. There is no significant difference between the progress of boys and girls.
19. In Year 1, pupils study famous people and gain a good knowledge of human achievement. Pupils are clearly developing a sense of chronology from the order in which famous people are presented to them; for instance, George Stephenson, Mary Seole and Mother Teresa. They know significant facts about them. In Year 2, most pupils have developed a good view of chronology and know that 1600 is a very long time ago, that in 1950 granny was young and they have gained sufficient confidence to record this on a timeline. Whilst watching an effective video about life in the 1950's the improvements in their observational skills are clear, most particularly when they recognise the similarities and differences of appliances like a television. In Key Stage 2, pupils gain a wider understanding of historical eras, events and how to find information. In Year 3, higher-attaining pupils make good gains in their knowledge and understanding of the role of archaeologists, mainly in their study of Ancient Egypt. The majority build on their skills of using books to find information by using the internet and CD- Rom. However the rate of progress is not as great as it might be because there is a lack of artefacts to encourage and promote investigative and observational skills. In Year 4, pupils continue to widen their knowledge and understanding of important historical eras by studying aspects of Tudor times such as clothes, houses, food and schooling. When talking to pupils in Year 6 it becomes clear that they have retained facts about different eras, developed competence in forming and using timelines, and becoming increasingly aware of the limitations of some forms of evidence.
20. Pupils' attitudes are good throughout the school. They are interested in the subject matter and gain a great deal from the video resources. For example, in Year 2, pupils show good levels of independent thought and action, their responses including 'I think that.....' and 'You can compare.....'. Behaviour is good in the majority of classrooms. The exception is Year 1, where the behaviour is very good.
21. The quality of teaching is good overall. Three in four lessons are good and the other is satisfactory. Features of the good lessons in both key stages are secure knowledge and understanding, good management and control, appropriate expectations and good use of the school's limited resources. For instance, in Year 2, a video was used successfully to improve observational skills. Assessment is used well to track pupils' progress and there is good coverage of the appropriate attainment targets. In the satisfactory lesson, expectations tend to be variable. For example, high expectations lead to pupils working independently but when they are low, pupils are copying from the blackboard.

139. Music

22. Limited observation of lessons was possible and only work in singing was seen during the inspection. Teachers' planning, the school's curriculum framework and talking to pupils show that the school makes satisfactory provision for music. Inspection evidence shows that pupils make satisfactory progress over each key stage, including those with special educational needs. Progress is supported by weekly lessons and by singing and listening experiences in assemblies and hymn practices. At Key Stage 1, progress in singing is good, with many pupils learning to control their voices well when singing. They make the words clear, get the rhythm right, and communicate the feel of the song. Pupils at Key Stage 2 show increasing control of pulse and rhythm, for example at a slow tempo and by keeping to time well. Their control of pitch is good with lesson activities giving time to practise individual pitches and note patterns, for example when singing 'Wind through the Olive Trees'. Progress is good. The majority of pupils

participate well in singing and show excitement when some hymns are announced, for example 'Three Great Kings'. Much of the singing is expressive and reflective, contributing to pupils' spiritual experience. Pupils develop good listening skills through daily opportunities to listen to music in assembly.

23. Pupils' attitudes are good. They work with enjoyment, often with enthusiasm, and concentrate well. They contribute thoughtfully when responding to requests from the teacher. Pupils behave very well when performing together and they enjoy the opportunities for corporate singing. Teaching is good. Teachers have a satisfactory subject knowledge and many sing along with the pupils. Expectations of pupils' performance are high. Planning is satisfactory and a suitable range of methods is used. However, the least well developed are the use of tuned and untuned instruments to develop composition skills.
24. Provision includes instrumental tuition for recorders and violins in Key Stage 2. These lessons are provided by peripatetic teachers. The quality of provision has improved since the last inspection. The school now has a co-ordinator who is able to give help and advice to colleagues. Teaching and learning are monitored appropriately through planning and discussion. Resources are adequate in quality and quantity.

142. **Physical education**

25. During the inspection only a small number of lessons were observed. However evidence from teachers' plans and discussions with pupils indicate that the majority of pupils in both key stages make satisfactory progress. At the end of Key Stage 2 pupils make good progress in dance.
26. High proportions of pupils in Year 6 achieve and exceed the national standard in swimming. The present group went to the pool in Years 3 and 4. At the present time no pupils go swimming with the school and this is a concern reported by parents at their meeting with inspectors. Inspectors agree with parents' concerns. Statutory requirements are not being met. The main reason for stopping swimming was the difficult budgetary situation in 1998. This decision is to be reviewed by the governing body annually.
27. In Key Stage 1, pupils quickly develop the skills for getting out the equipment and they are aware of the safety issues. By Year 2, pupils grow in confidence when doing gymnastics on the floor and on apparatus. Further gains are apparent as the pupils begin to develop sequences of movements and they provide sensitive evaluations for others' work. Pupils in Key Stage 2, increasingly improve and evaluate their performance. Pupils in the Year 3/4 class consolidate their throwing skills. Higher-attaining pupils add movement to their throwing activity, with some success. In Year 5 and 6, all pupils make good progress in dance. The main gains are in the interpretation of the music and in the critical appreciation of each other's work.
28. Pupils' attitudes are good. Discussion with Key Stage 1 pupils shows them to be keen and enthusiastic, most particularly about gymnastics. They enjoy getting out the equipment and take their responsibilities seriously. The pupils feel that it is important to wear appropriate clothes. In Key Stage 2, pupils in Year 5/6 provided a very good response in the dance lesson. Relationships among the pupils and with the teacher are strong and respectful. Pupils are not inhibited while dancing. Pupils make an open response to the music, which is not silly in any way. The majority of pupils take pride in their work and concentrate for long periods. Throughout the school behaviour is at least good.
29. The quality of teaching is good. Three lessons were seen, all in Key Stage 2. Teachers have high expectations of behaviour and the quality of work. Lessons are planned well and benefit from being part of a series, which develop skills and provide opportunities for individuals to develop sequenced work. Teachers use resources well, including the evocative music for dance. Teachers employ pupils as exemplars well and always get a good response. The pace of lessons is good, thereby maintaining pupils' interest and attention. Staff are highly involved in the lessons, move

around and give a lot of praise, thereby helping to motivate pupils into making better progress.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

Time spent in lessons and other inspection activities with different age groups

N	YR	Y1	Y2	Y3	Y4	Y5	Y6
2h 40m	5h 45m	4h 50m	9h 45m	4h 05m	7h 30m	4h 05m	11h 05m

147. **Total hours: 50 hours 45 minutes**

- The team consisted of three inspectors and a lay inspector. They spent a total of fourteen inspector days in school and observed forty-seven lessons or part lessons, amounting to over twenty-eight hours of lesson observation. All teachers were seen teaching several times by most inspectors.
- A total of four registration periods amounting to almost one hour were observed
- Several assemblies were also observed amounting to almost an hour and a half.
- Discussions took place with a sample of pupils in and out of lessons.
- A representative sample of reading ability was obtained by hearing a cross section of pupils reading individually, amounting to nearly five hours, and by direct observation of group reading during the literacy hour as part of the school's modified National Literacy Strategy.
- Twenty-five discussions were held with all key members of staff and some governors on a formal basis and with all subject co-ordinators and teachers with management responsibilities amounting to over thirteen hours of meeting time.
- Inspectors examined the work of pupils from each year in the school formally and looked at much work in addition during lesson observations. This amounted to over ten hours of inspection time.
- About four and a half hours were spent in other activities such as examining resources, looking at wall displays and observing behaviour.
- All special educational needs documents and materials were carefully scrutinised including the policy, Individual Education Plans, the register and related planning and resources.
- All documentation provided by the school was carefully analysed. This included all policies and schemes of work, the school development plan and supporting budgetary information, attendance registers, pupils' reports and records of achievements, the school prospectus, the governors' annual report to parents, teachers' planners and records as well as minutes of key meetings including those of the governing body.
- Discussions were held with a number of key teachers with regard to the introduction of the National Literacy and National Numeracy Strategies. Observations in English lessons focussed on the Literacy Strategy and all teachers were seen teaching literacy at least once. Similarly, all teachers were seen teaching numeracy within mathematics lessons.
- An informal pre-inspection meeting was held with the school's governing body and the views expressed and the information provided helped to inform the inspection.
- A parents' meeting was held and attended by nine parents, a small number of written comments and letters and questionnaires from eleven parents were analysed and the results helped to inform the inspection.

DATA AND INDICATORS

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	168	0	25	43
Nursery class	15	1	0	3

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

7

Number of pupils per qualified teacher

24

Education support staff (YR – Y6)

Total number of education support staff

2

Total aggregate hours worked each week

37

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)

1

Number of pupils per qualified teacher

15

Education support staff (Nursery class)

Total number of education support staff

1

Total aggregate hours worked each week

37

Average class size:

28

Financial data

Financial year:	1998/1999
	£
Total Income	£317,532.00
Total Expenditure	£320,448.00
Expenditure per pupil	£1,660.00
Balance brought forward from previous year	£5,208.00
Balance carried forward to next year	£2,292.00

PARENTAL SURVEY

Number of questionnaires sent out:

183

Number of questionnaires returned:

10

Summary of responses

- The school encourages parents to take an active role in supporting children in learning in classrooms
- Parents find it easy to approach the school with problems
- Most of the time, complaints are dealt with appropriately
- Not all parents are clear about curriculum issues and teaching
- Standards of behaviour are very good and children like coming to school
- Values and attitudes of the school are good
- Standards of work, progress and homework levels are all good
- The school does not provide a wide enough range of extra-curricular activities

Other issues raised by parents

- Some parents expressed support for the acting head teacher and the school