

INSPECTION REPORT

St. Teresa's R.C. (V.A.) Primary School

Preston

LEA area: Lancashire

Unique reference number: 119700

Headteacher: Mr. J. Whalley

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 5th – 8th November 2001

Inspection number: 219399

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Downing Street
Preston

Postcode: PR1 4RH

Telephone number: 01772 797397

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Appropriate authority: The Governing Body

Name of chair of governors: Father J. Callaghan

Date of previous inspection: 22 November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr. B. Blundell	Registered inspector	Mathematics Science Information and communication technology	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9798	Ms. V. Ashworth	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27677	Ms. D. Davenport	Team inspector	Art Design and technology Geography History The Foundation Stage	How good are curricular and other opportunities offered to pupils?

19226	Mr. S. Flood	Team inspector	English Music Physical education Special educational needs English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Teresa's Roman Catholic Primary School is a school for boys and girls, aged 3 to 11, situated in Preston. There are 130 pupils on roll, including 13 in the Nursery. The ethnic background of the pupils is largely white with United Kingdom heritage, with a number of pupils having Pakistani heritages. Four pupils have English as an additional language; the languages spoken by these pupils include Punjabi and Urdu. The percentage of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs is well above the national average, as is the proportion with statements of special needs. The nature of pupils' special needs includes specific learning difficulties, moderate learning difficulties, and emotional, behavioural and physical difficulties. Pupil mobility is relatively high, with nearly twenty per cent of the pupils joining the school in the course of the academic year. Pupils' attainment on entry to the Nursery is well below average, and on entry to Reception it is below average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is now satisfactory. The attainment of pupils currently aged eleven are below average in English, science and mathematics. The overall quality of teaching is good, and leadership and management by the newly appointed headteacher are also good. The school is providing satisfactory value for money.

What the school does well

- Leadership and management by the newly appointed headteacher are good.
- The overall quality of teaching is good.
- Pupils' attitudes to school are very good, as are relationships; behaviour is good.
- Provision for pupils with special educational needs is good.

What could be improved

- Standards in English, mathematics and science throughout the school, whilst improving, are not yet high enough; in particular, pupils are provided with insufficient opportunities for extended writing.
- The assessment of pupils' work, its use to plan further work, and the tracking of pupils' progress could be improved.
- Teachers' expectations of what higher attaining pupils are capable of achieving could be greater.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November, 1999. The school has made good improvement since the last inspection. The quality of teaching has greatly improved.

The key issue, to raise standards in English, mathematics and science, has been partially addressed, and systems have been put in place to help raise standards further. Pupils' extended writing skills are not sufficiently improved. The issue to raise standards in information and communication technology (ICT) has been partially addressed; these are now below national expectations for pupils aged eleven, rather than well below, as they were at the last inspection. Facilities for ICT have improved greatly, and all classes now have regular ICT lessons. The quality of teaching at Key Stage 1, which was a key issue at the last inspection, has greatly improved; teaching is now good in all sections of the school. The school's monitoring of its performance is now satisfactory. The quality of pupils' individual education plans has improved appropriately.

STANDARDS

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

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

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

In the national tests in 2001 for eleven year olds, pupils' attainment was well below average compared with national averages in English, mathematics and science. Compared with schools having a similar proportion of pupils eligible for free school meals, pupils' results were average in English and mathematics, and above average in science. Over the three years from 1999 to 2001 taken together, pupils have left St. Teresa's nearly one year behind pupils nationally in English and science, and two terms behind in mathematics.

Standards for seven year olds in 2001 were well below average in reading, below average in writing, and very low in mathematics, being in the lowest five per cent of schools nationally. Compared to schools of a similar type, pupils' attainment was average in reading, very high in writing, being in the top five per cent of similar schools, and well below average in mathematics. Over the three years from 1999 to 2001 taken together, pupils have left Key Stage 1 over one year behind pupils nationally in reading, under a year behind in writing, and over two terms behind in mathematics. The results at the end of Key Stage 2, up to 2001, rose at a similar rate to results nationally. The school's targets are not sufficiently ambitious, but the headteacher is seeking to revise them. In the work seen during the inspection, standards for pupils aged seven and eleven were below average in English, mathematics, science, and information and communication technology. Standards for pupils aged seven matched national averages in geography, physical education, art and design, and history. Standards could not be judged for pupils aged seven and eleven in design and technology, nor for pupils aged seven in music, due to insufficient evidence.

Standards for pupils aged eleven were found to meet national expectations in geography, history, physical education, music, and art and design. The majority of children aged five are on course to meet the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.) Pupils' achievement is good overall. Standards of attainment at this school are not yet sufficiently high, but pupils are now making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms behaviour is good. The absence of oppressive is very good.
Personal development and relationships	Pupils' personal development is good; relationships are very good.
Attendance	Pupils' attendance is much improved and is now good.

A particular strength is pupils' enthusiasm; they love coming to school and are a credit to all concerned.

TEACHING AND LEARNING

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

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

The overall quality of teaching throughout the school is good. The quality of teaching in English and mathematics is now good. A strength in teaching is the very good way in which teachers manage their pupils. Expectations for the higher attaining pupils could be higher in some classes. The skills of literacy are well taught, and those of numeracy are taught satisfactorily. The school meets the needs of all its pupils appropriately. Strengths in pupils' learning include their interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good for the under-fives, and satisfactory in the rest of the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils' individual educational plans are revised appropriately to recognise achievement, although parents are not involved in reviews as well as they might be.

Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The provision for their spiritual development is very good; for their moral and social development, provision is good, and for their cultural development is satisfactory.
How well the school cares for its pupils	The school's care for its pupils is good overall.

The school works well with its parents. A weakness in current curriculum provision is that there are insufficient opportunities for extended writing. All areas of the curriculum meet statutory requirements. A weakness in the way the school cares for its pupils is the tracking of their academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The new headteacher has made an appropriate start.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is good. They bring an effective range of expertise to the running of this school.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory.
The strategic use of resources	The school's strategic use of resources is good.

Staffing levels are good and this contributes well to pupils' learning; the accommodation is spacious and well maintained by the caretaker and cleaners. Learning resources are good. The school's interim improvement plan is a useful document that identifies some of the key priorities. The school applies the principles of best value satisfactorily; the school's administrative officer is most competent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • Teaching is good. • The school expects children to work hard. 	<ul style="list-style-type: none"> • Some parents would like the school to work more closely with them. • Some parents would like a greater range of extra-curricular activities.

The inspection team agrees with parents' positive views; it finds that the range of extra-curricular activities is good, and that the school works appropriately with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection in November 1999 judged St Teresa's to have serious weaknesses in November, 1999. (Serious weaknesses is a term used to describe schools having important deficiencies, that are, nonetheless, providing an acceptable education.) Subsequent visits by Her Majesty's Inspectors (the last of which was in March, 2001) elicited positive reactions, and reported on accelerated progress. A new headteacher came into post in September, 2001. The proportion of pupils known to be eligible for free school meals is well above the national average. Both the proportion of pupils with special educational needs and the percentage having statements of special needs are well above average. These factors need to be borne in mind when reading about the school's overall results.
2. **Children enter St Teresa's in the Nursery and then proceed to the Reception class. These two classes form the foundation stage of the school. Shortly after they enter Reception,** they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2001 was judged to be below average. An analysis of previous intakes shows that the intake in 2000 scored more highly than in previous years.
3. **By the age of five, near to the end of their time in Reception,** children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception should attain the majority of these goals.
4. **At the age of seven, close to the end of their time in Year 2,** pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained levels that were well below national averages in reading, below average in writing, and very low in mathematics, being in the lowest five per cent of schools nationally. When compared to schools of a similar type, standards were average in reading, very high in writing, being in the top five per cent of similar schools, and well below average in mathematics. Those who took the tests in 2000 attained standards that were very low in reading and writing and well below average in mathematics. Taking the results over the last three years from 1999 to 2001, averaged together, pupils' performance has been over one year below national averages in reading, under one year behind in writing and over two terms behind in mathematics. In all three subject areas boys have performed less well than girls, particularly in mathematics.
5. **Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2002, are currently reaching below average standards in reading, writing, mathematics and science.** Standards in information and communication technology are below national expectations. Standards in geography, art and design, physical education and music meet national expectations. Standards in design and technology could not be judged due to insufficient evidence.
6. **By the age of eleven, near to the end of Year 6,** pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores was well below average in English, mathematics and science, compared with schools nationally. It was average in English and mathematics,

and above average in science, when compared with that of pupils in schools of a similar type. Taking the three years from 1999 to 2001 together, pupils have left Key Stage 2 nearly one year behind pupils nationally in English and science, and nearly two terms behind in mathematics. The latest test results for 2001 show that pupils have made generally satisfactory progress, when compared with their performance in the national test in 1997 when they were seven. This has not always been the case previously.

7. **Inspectors find that pupils currently in Year 6, who will take their national tests in May, 2002,** are working at below average standards in English, mathematics and science. The quality and quantity of work in their books show that they are now making good progress. Standards in information and communication technology, whilst improving, are still below national expectations. Standards in physical education, art and design, history, music and geography meet national expectations. Standards in design and technology could not be ascertained due to lack of sufficient evidence.
8. **Since the last inspection,** standards for pupils aged seven and eleven have risen in English, science and information and communication technology; they are now below average rather than well below. Pupils are now making good progress in these subjects. In mathematics, standards have been broadly maintained. Standards in music have improved and are now satisfactory; in most other subjects, standards have been broadly maintained.
9. In both key stages, pupils with special educational needs make good progress towards targets set for them in their individual education plans. Pupil targets are closely related to literacy and numeracy targets, and are reviewed half termly.
10. Pupils with English as an additional language make very good progress through the school due to early intervention aimed at developing conversation skills.
11. Pupils are generally now achieving well, considering their prior attainments.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes towards learning and towards the school. They treat the school and its property well. In the majority of lessons, pupils showed an interest in their work. They are very enthusiastic about their school and have a high level of interest and involvement in activities. This was particularly noticeable in literacy and numeracy. Many of the younger children cannot wait to get to school in the morning, and some of them find the holidays an unnecessary interruption. Relationships are very good.
13. Behaviour across the school is good, and sometimes very good. Pupils know what is expected of them and there is a feeling of calm. There was one permanent exclusion last year, and fixed-term exclusions involving three pupils. During this term, there has been one short fixed-term exclusion for inappropriate physical contact and use of language. There was no evidence of bullying during the inspection, and behaviour has improved since the last inspection.
14. Pupils work collaboratively and respect and understand other people's feelings and beliefs. There are mixed friendship groups, and pupils listen to the views of others and show consideration and concern for other pupils. They show respect for their teachers and form very good relationships which impact well on teaching and learning.

15. Pupils respond willingly to opportunities to use their initiative and take responsibility. It is a privilege to be a class monitor, and in Year 6, school monitors are appointed to assist staff with routine tasks and to care for the younger pupils.
16. Attendance has improved and is now at 95.76%. Authorised absence is 4.16% and unauthorised at .08%. This shows an improvement since the last inspection, when unauthorised absence was well above the national average. Some parents continue to take their children out of school during term time for family holidays. This disturbs the teaching and learning process, and affects pupils' achievement. Although some pupils come to school early to attend the breakfast club that is shared with the school next door, and are therefore punctual, several pupils arrived late for morning school during the inspection. This also reduces the amount of time spent in the classroom.
17. Class teachers and support staff work hard during lessons to ensure that children with special educational needs are fully supported. Consequently children exhibit good attitudes to school and work. Relationships between class teachers and pupils are very good.
18. Pupils with English as an additional language have very good attitudes to work and school, participating fully in all activities.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good; this school now has an effective team of teachers. Overall, teaching in the lessons seen was good in the foundation stage, good in Key Stage 1 and good in Key Stage 2. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 16 per cent of lessons, good in 56 per cent and very good in 28 per cent. This represents a big improvement since the last inspection.
20. Whilst overall standards of teaching were at least satisfactory, examples of very good lessons were seen in all parts of the school. All teachers taught good lessons, including the newly qualified supply teacher who taught the nursery class.
21. The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, and the way in which they manage their pupils, which is very good throughout the school.
22. Teachers work hard and know their pupils well. Pupils are aware of what is expected from them in terms of behaviour, and respond appropriately. Behaviour management at Key Stage 1, which was a key issue at the last inspection, is now good. In a very good numeracy lesson for eleven year olds, in which the teacher showed very good class management, the pupils' response was also very good; they showed great enjoyment in the subject. This resulted in pupils making very good progress in their knowledge and understanding of coordinates. In a good handwriting lesson for seven year olds, the teacher managed her class well and they made good progress. Lessons generally have good routines, so that pupils know what is expected of them. For example, in a very good physical education lesson for Year 6, the pupils entered the hall in a quiet and orderly fashion and immediately started their warm-up sensibly. Teachers' expectations in terms of academic standards are sometimes not as high as they could be for the higher attaining pupils. This was evident in a number of literacy and numeracy lessons.

23. Classroom support assistants through the school make a good contribution to pupils' learning. For example, in a good literacy lesson for children in Reception, the class support assistant worked effectively with a group of lower attaining children, using "spell fans" to reinforce the correspondence between two letters and one phoneme, in words such as 'mat', 'set' and 'big'. She used good questioning to make sure that the children identified the correct sound at the first attempt. Her use of praise throughout the activity ensured that children learned well. Classroom support assistants work well with teachers.
24. The pace of lessons is generally good throughout the school. In very good lessons, pupils are reminded of the time limits on an exercise, as in a very good Year 5/6 numeracy lesson. Pupils were given relatively short time spans to complete their work, and reminded of the deadlines; this ensured that they focused on the work in hand.
25. Throughout the school, the skills of literacy are well taught, whilst numeracy skills are satisfactorily taught; opportunities to develop numeracy in science lessons are insufficiently exploited at present. Lessons generally start with effective question and answer sessions, to revise previous work and set pupils thinking about the new topic. For example, in a very good literacy lesson for pupils in Year 5, the teacher asked probing questions that assessed pupils' level of understanding well about chronology. The teacher explored the meaning of the associated vocabulary, and drew from pupils the meaning of the past tense to sequence a series of events associated with a school visit to a church.
26. Teachers' knowledge and understanding are generally good in all subject areas. In a very good history lesson for Year 4 pupils, the teacher used her very good knowledge and understanding of Tutankhamun to inspire her pupils. They were fascinated with her explanations of the artefacts that she presented them with, including the death mask and canopic jar; their learning was very good.
27. In Key Stage 1 and Key Stage 2, day-to-day marking of pupils' work is generally good. There are appropriate comments to praise pupils' efforts, together with occasional comments to stretch pupils who have obtained full marks for a particular exercise. However, the marking does not always stretch the highest attainers by giving them new challenges.
28. Lessons generally have clear learning objectives, and these are generally referred to again at the end of lessons, to see how far they have been met. Many lessons end with a worthwhile oral question and answer session, as in the majority of literacy and numeracy lessons. The use of homework is satisfactory overall.
29. Class teachers draw up individual education plans for pupils with special educational needs and tasks are appropriately challenging. Targets within individual plans are closely linked to literacy and numeracy strategies. All members of staff work hard to ensure that pupils are well supported and have access to the whole curriculum. High levels of care for disabled students were evident throughout the inspection period.
30. Pupils with English as an additional language are targeted for early intervention support from all staff, including the co-ordinator for special educational needs. Early intervention focuses on one-to-one conversation opportunities. Consequently, pupils rapidly develop confidence in using the English language and make progress in learning in line with all the other pupils.
31. Standards of teaching have improved considerably since the last inspection and this is having a most positive impact on pupils' learning. At that time, just over one in ten lessons were judged

to be unsatisfactory and no very good teaching was observed. There is now a consistent approach to behaviour management and less use of inappropriate worksheets. The Education Action Zone has provided the school with effective expertise, for example, by providing support in information and communication technology; this is having a positive impact on pupils' learning.

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

32. The curriculum provided for the children in the Foundation Stage is good. All six areas of learning are effectively covered through a wide range of practical activities. Good attention is given to communication, language and literacy, mathematics and personal, social and emotional development. When appropriate, the relevant sections of the National Literacy and Numeracy Strategies are introduced.
33. The curriculum for pupils aged 5 to 7 and for pupils aged 7 to 11 is satisfactory. It complies with the requirements of the National Curriculum and is suitably broad and balanced. There have been considerable improvements in the provision for information and communication technology since the previous inspection. This has come mainly through support from the Education Action Zone initiative.
34. The school has successfully implemented the National Literacy and Numeracy Strategies. These are having a positive impact on pupils' learning and on the improvement in standards, particularly for pupils aged 11. In recognition of the improvements made, the school has recently received a School Achievement Award from the DfEE.
35. There are appropriate policies and schemes in place for all the other subjects of the National Curriculum, providing sound guidance for teachers in their planning. Long term planning provides an overview of topics and units of study to be followed each year, and are closely linked to the programmes of study.
36. Good provision is made for pupils' personal, social and health education. Opportunities are built into lessons to promote this area of learning, and pupils are encouraged to consider the feelings of others and be kind and caring in and out of school. Sex and drug awareness education are part of the science curriculum, and pupils' questions are dealt with sensitivity as they arise. A more formalised programme of sex education is delivered by the school nurse to Y6 pupils during the summer term. The school is keen to help pupils develop a healthy, safer lifestyle by becoming involved in the Healthy Schools initiative. Pupils take part in a 'local democracy week', where they consider different spending requirements within a given budget. They consider issues of global citizenship through their "Friends around the World" project, and their links with a school in South Wales.
37. Pupils are encouraged to become confident and independent through taking responsibility in the life of the school. For example, class monitors take registers to the office, act as librarians and tidy classrooms. Class prefects from Y6 help with wet playtime supervision, and help look after nursery and reception children during playtimes and lunchtimes.
38. The school provides a good range of extra curricular activities, which include a maths club and information and communication technology club. Football, netball and rugby clubs help develop the sporting expertise of the older pupils, whilst pupils from Y2 upwards are able to join the dance club and school choir. The Breakfast Club, run in conjunction with the adjoining

primary school, provides further opportunities to develop games skills. A good range of visitors to the school and visits out of school enhance the curriculum. These include, for example, a visit to Preston Museum and the Harris Museum to enhance history work, and to Ribchester village to enhance geography studies. Pupils also take part in a residential visit to Hothersall Lodge to develop a range of physical, personal and social skills.

39. The school provides an inclusive education and is committed to equality of opportunity and access for all pupils. There is good provision for pupils with special educational needs, and boys and girls are encouraged to do the same activities. However, the school needs to ensure that the higher attaining pupils are given sufficiently challenging work in order to make the appropriate progress.
40. The school has developed good links with the community, which contribute considerably to the pupils' personal development. It has strong links with the Church. Parishioners enhance the religious life of pupils by helping in their sacramental preparation, and by generally supporting the school in its work. The school celebrates class masses and religious festivals in the church; all classes make regular church visits. The community group, Callon Care, has developed a close partnership with the school, where an outreach worker is based to liaise between families and school. Helpers from the local Benefits Agency visit once a week, to work on reading with groups of pupils. The school is developing close links with the local High School, which older pupils and their parents have already visited to make transition easier. Links with other primary schools in the area are mainly through sporting events and competitions. Opportunities are provided for pupils to sing at the local hospital. The school supports a number of charities, and pupils are currently involved in the shoe-box appeal for Operation Christmas Child.
41. The provision for spiritual, moral, social and cultural development overall is good. This is an improvement since the previous inspection.
42. The provision for spiritual development is very good. Acts of collective worship make a positive contribution to spiritual awareness, reinforce the values and aims of the school, and include times for prayer and reflection. 'Good news' assemblies, in which pupils are given recognition for their achievements out of school and their hard work and attitudes in school, publicly acknowledge the value of the contribution the pupils make to school life. Spiritual development is promoted further through areas of the curriculum, for example, in literature and art, and through "Circle Time", as teachers show that they value pupils' ideas and beliefs, and give them time to reflect on how feelings can be communicated in different ways.
43. The provision for moral development is good. The staff act as good examples for pupils, and constantly reinforce how the behaviour of one person affects others. The school is an orderly community where pupils are mostly polite and well behaved. They show respect for people and property, and have a clear sense of right and wrong.
44. The provision for social development is good, and is promoted through the good relationships that exist throughout the school. Pupils' collaborative skills are fostered during group work, and the majority co-operate well with others. Class and school duties help develop their sense of responsibility, and older pupils are encouraged to show care and consideration for younger pupils, for example, during playtimes and lunchtimes. The pupils' social development is further enhanced by visits out of school and by initiatives to raise money for charity.

45. The provision for cultural development is satisfactory. Provision for developing an understanding of pupils' own cultural and religious traditions is good. In geography and history, studies are made of the local area with day visits planned to enhance pupils' learning. Younger pupils study features of town life and make comparisons between this and a seaside town. Opportunities are provided that broaden pupils' appreciation of other cultures through literature and art. History lessons provide insight into earlier civilisations, and, in geography, pupils learn about life in Kenya and St. Lucia. However, pupils are not sufficiently well prepared to understand the range and diversity of cultures that exist in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Overall the school provides a satisfactory level of care for its pupils. Teachers and support staff are accessible, and are responsive to pupils' needs.
47. There is a health and safety policy in use that clearly shows how the governors expect these matters to be dealt with. The school plans to update this document and evaluate its procedures. There are regular health and safety checks. First aid equipment is available, together with the services of qualified first aiders. Appropriate arrangements are in place for any pupil who becomes ill in school. Arrangements for school meals are satisfactory, but the quality and presentation of the food is poor. The school has already made representations to the authority and now awaits swift action. This mid-day meal is important and necessary in the lives of many of the children.
48. There are satisfactory procedures in place for child protection, which are known to all staff. The head teacher is the newly appointed designated officer.
49. The procedures for monitoring and improving attendance are good. Parents are advised, and encouraged, to inform the school of any absence on the first morning. Those who fail to do so are contacted, and the reason for absence is recorded. The registers are marked appropriately and monitored regularly. Procedures for the use and storing of registers are carefully maintained. Reminders of attendance requirements appear in the weekly newsletters. The school has a good relationship with the EWO and the ecumenical group, Callon Care, available to give support to those families who most need it.
50. The school has adopted a positive approach towards behaviour, which works well. The school intends to review the policy early next year, and build on its achievements so far. There have been problems in the recent past, when the Callon estate was modernised and refurbished. Families had to move out whilst the work was done, and some did not return. Pupil mobility caused some attendance and behavioural problems within the school, but these are now virtually resolved and it is generally accepted that both these aspects have now improved. A weekly awards assembly acknowledges those who succeed both academically and in their personal development. Such successes are also recorded in the newsletter.
51. Bullying is not tolerated on any level and any incidents are quickly dealt with. Parents are immediately involved where there is any hint of anti-social behaviour. All behaviour is recorded in the pupil file that stays with the child throughout school. Pupils work and play in a calm atmosphere conducive to learning.

52. There are satisfactory arrangements in place to monitor and support personal development. The awards system regularly acknowledges success and, in cases where further help is required, the school is happy to bring in assistance from outside agencies.
53. The assessment of pupils' work and its use to plan future work is satisfactory overall, but could be better in mathematics and science, in particular. Since the last inspection, progress has been made by the assessment coordinator, and some tracking is now taking place, but assessment is not yet consistently implemented through the school. For example, rather than pupils being identified as at a level 4a, 4b or 4c, they are generally assessed as being at level 4. Since pupils nationally are only expected to go up by one full level every two years, two years could go by before it is realised that a pupil is not making sufficient progress. The school appropriately uses the optional national tests in Years 3, 4 and 5. Nonetheless, the tracking of pupils' academic progress, particularly in mathematics and science, could be improved. Assessment in the foundation subjects is underdeveloped.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. All the parents who expressed a view have a good opinion of the school and are very happy with standards and the level of care shown to pupils. They are happy with the 'open school' policy and are very pleased with the direction the school is taking. There is a general appreciation of what the school has to offer to all pupils.
55. The school has forged effective links with parents. A small number of parents come into school and parents and staff mix socially outside the school. Although not all pupils are Roman Catholic, the church plays a part in consolidating the partnership with parents. The opportunities are there for parents to become involved with the school, but not all parents are willing to do so. The Parents Association was abandoned due to lack of support, but a revival is anticipated in the near future.
56. Parents make some impact on the work of the school. Volunteer workers, although few in number, are dedicated and anxious to make a contribution. This work is valued by the school.
57. The quality of information supplied to parents is regular and detailed. The weekly newsletter is particularly informative about the day-to-day activities in school. The school brochure and governors' annual report to parents give more formal information, and are well presented. Parents receive written information about their children's progress six times a year. The more substantial annual report, issued in March, gives all the required detailed information on what the pupils can do. The reports sampled recorded progress, attainment, and contained some target setting. The school is anxious to look at the way it can report to parents more efficiently and with greater consistency during the school year. It is also concerned that Parents' Evenings should be timed more effectively.
58. Parents of children with statements are involved in the review process. However, there are not enough opportunities for parents of pupils on the special needs register to participate in this process. Not enough parents are involved in the reviewing of targets within individual educational plans..
59. There are opportunities for parents to assist their children's learning and some are willing to do so, whilst others are less able to. Those who do contribute provide welcome support for the class teacher and increase their children's enjoyment of the teaching and learning process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The overall leadership and management by the newly appointed headteacher are good. Since his appointment in September, 2001, the headteacher has made a good start. He has produced an appropriate interim school improvement plan, which identifies key priorities. The senior management team, which includes the deputy headteacher and Key Stage 1 coordinator, works well together and meets regularly. The headteacher's leadership ensures that the school now has clear educational direction; he is fully backed by the governing body. The school's aims and values are easily seen in the daily routines of the school, and the school's aims are re-drafted annually, following discussions with staff, governors and parents. The deputy headteacher, appropriately, has responsibility for curriculum and assessment. The subject coordinators manage their subjects effectively, monitoring planning and marking, although they are not yet involved in the evaluating of teaching in their subjects. Nonetheless, teaching is monitored by all three members of the senior management team. The school has appropriately identified the role of the of the subject leader as an area for development.
61. The governing body's fulfilment of its statutory responsibilities is good. Their role in helping to shape the educational direction of the school is also good. Governors visit the school quite regularly, and have monitored the implementation of some of the curriculum appropriately, particularly numeracy and literacy. The governing body has a good understanding of the main strengths and weaknesses of the school. Between them, the governors bring an appropriate range of experience and expertise to the running of this school.
62. The senior management team has monitored teaching of literacy and numeracy in all classes, and the headmaster has provided staff with appropriate verbal feedback, but specific monitoring of teaching by curriculum coordinators is not yet underway. Coordinators monitor the planning of their subjects and marking across the school.
63. The school's targets are not sufficiently ambitious and are to be reviewed. The school has a good capacity to succeed.
64. Procedures for the induction of new staff are good. The headteacher is the mentor for new teachers. The school regularly accommodates students who are trainee teachers. Appropriate policies and plans are in place for performance management.
65. The special needs coordinator has been recently appointed to the school and works there for half of the week. She has effective identification and tracking systems. She helps class teachers appropriately to review individual targets for improvement. There are detailed records of reviews for parents who have children with statements and is endeavouring to involve more parents in their reviews. Education Action Zone funding is used appropriately to provide an extra teacher for Year 6 pupils. Overall management is good. The school employs particularly skilled and sensitive assistants to support children with disabilities and special needs.
66. The match of teachers and support staff to the demands of the curriculum is currently good and has a positive impact on pupils' learning. The accommodation is good overall, and is very well maintained. Classrooms have attractive displays. Resources are generally good in quality and quantity.
67. The effectiveness of the school's use of new technology is good. The school's competent administrator provides the necessary financial reports for the governing body. The recommendations in the most recent school audit have been carried out. Finances are handled

well, and the school applies the principles of best value well. Specific grants are used appropriately. The interim school development plan is a useful working document.

68. Leadership and management have improved since the time of the last inspection, when they were described as satisfactory. The monitoring of classroom practice has improved and professional development is now appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve the school further, the headteacher, senior management team and governing body should:-
- raise standards in English, mathematics and science throughout the school, and provide more opportunities for extended writing; (Paras 87, 95,98)
 - improve the assessment of pupils' work, its use to plan further work and the tracking of pupils' progress; (Para 53)
 - raise teachers' expectations of what higher attaining pupils are capable of achieving to those seen in the best lessons. (Paras 22,96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

32

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	18	5	0	0	0
Percentage	0	28	56	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	117
Number of full-time pupils known to be eligible for free school meals	0	67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	5	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.18

Unauthorised absence

	%
School data	.08

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	64(73)	71(77)	71(82)
	National	85(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	10	12
Percentage of pupils at NC level 2 or above	School	71(64)	71(68)	86(68)
	National	84(82)	88(86)	88(87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	43(56)	48(60)	48(64)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	11	11
Percentage of pupils at NC level 4 or above	School	43(56)	52(60)	52(76)
	National	70(68)	72(69)	79(75)

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

* Indicates that numbers are too small to be statistically reliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	17.8
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	122

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Recruitment of teachers

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
	£
Total income	339083
Total expenditure	378626
Expenditure per pupil	2724
Balance brought forward from previous year	38560
Balance carried forward to next year	62624

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	117
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	2	0	1
My child is making good progress in school.	56	35	2	0	7
Behaviour in the school is good.	56	33	2	2	7
My child gets the right amount of work to do at home.	44	49	7	0	0
The teaching is good.	51	42	0	0	7
I am kept well informed about how my child is getting on.	47	37	7	5	4
I would feel comfortable about approaching the school with questions or a problem.	65	21	2	0	12
The school expects my child to work hard and achieve his or her best.	58	33	0	0	9
The school works closely with parents.	49	30	12	2	7
The school is well led and managed.	51	37	2	0	10
The school is helping my child become mature and responsible.	56	35	2	0	7
The school provides an interesting range of activities outside lessons.	51	26	12	0	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children under five are taught in the nursery class and in the reception class, which includes five children over the age of five within it. Currently there are 24 children attending the nursery, which provides a morning session only, and 20 children in reception. The nursery teacher supports other classes within the school in the afternoon.
71. On entry to the nursery, the attainment in all areas of learning for most of the children is well below that expected nationally. These children have particularly poor skills in communication, language and literacy, and mathematics.
72. A nationally approved baseline assessment shows that most children enter the reception class with levels of attainment that are below those expected for their age. By the time they enter Year 1, nearly all the children attain the requirements of the early learning goals for personal, social and emotional development, creative development, physical development and knowledge and understanding of the world, and are coming close to attaining the requirements of language, literacy and communication, and mathematics. The children's good progress is a direct result of good teaching in the nursery and reception class. The bright, stimulating learning environment ensures that children are provided with a good start to their education.

Personal, Social and Emotional Development

73. The staff place good emphasis on providing a wide range of well-planned activities to develop this aspect of children's learning. As a result, the children achieve well and the majority leave the reception classes having achieved the expected learning goal for their age. The children settle quickly into school life, because a happy and secure atmosphere is created for them within the classroom. Children learn to play amicably with others, to share resources, and to co-operate with adults and each other. They look after their own personal hygiene and the majority are able to undress themselves for physical education activities with minimal help. The children's attitudes to lessons are very positive, and they follow the instructions given by the adults working with them carefully. Adults have high expectations of children's behaviour, which were well met in all lessons observed. The staff provide good opportunities for the children to become increasingly independent. For example, they ensure that children are fully involved in classroom tasks, taking registers to the school office and tidying up after activities.

Language, Literacy and Communication

74. The children make good progress in this area of learning, and the majority come close to achieving the requirements of the early learning goals for pupils of their age by the time they leave the reception class. The teachers and support staff place a great deal of importance on teaching the basic skills of reading and writing, and in giving the children many planned opportunities to talk about their work and experiences. For example, nursery children eagerly and appropriately describe what is happening in their 'bonfire' pictures, whilst reception children produce a good quality of "writing" about a garden, which they confidently read to the teacher. The majority of children listen to stories well and, through careful adult questioning, are able to respond to them. When choosing a book, they hold it the right way, understand that

words and pictures carry meaning and are aware that print is read from left to right. They recognise their own name, and are beginning to associate sounds with patterns, letters and words. At the independent literacy table, children enjoy mark making and basic writing experiences and they use a range of marking implements for drawing, scribbling and writing. They are beginning to demonstrate a good pencil grip. Children are encouraged to express themselves well through role play and Circle time, whilst listening carefully to the ideas of others.

Mathematics

75. The children make good progress in their mathematical development and, when they leave the reception class, the achievement of the majority of children is close to national standards. Teaching is good, and well planned activities, such as the counting and sorting of objects and the sequencing of patterns, together with the good variety of toys and containers in the sand and water play, all contribute to children's mathematical progress. Children know numbers up to 10, and consolidate their knowledge through singing rhymes. They learn about the properties of different shapes as they work with construction kits, and use computer programs such as "Millie's Maths House". Their self portraits are used effectively to make up a birthday graph. Through outdoor play, baking and sand and water activities, mathematical language is developed, as children are encouraged to use such terms as "under", "over", "more than", "less than".

Knowledge and Understanding of the World

76. The children achieve well in this area of learning, and the majority have achieved the early learning goals as they enter Year 1. The staff plan activities which stimulate the children's curiosity, develop their powers of observation and encourage them to ask questions. Through science investigations, children learn about the properties of different types of materials and the appropriate clothing needed for hot, cold and wet weather. They observe the changes made to ingredients by mixing and heating, as they make a cake to celebrate a boy's birthday in the nursery, and make chocolate crispy cakes in reception. Through effective use of questioning, children eagerly predict what will happen to paint when ingredients such as water, cornflour and sand are added. Children learn appropriately about times past as they sequence pictures from babies to grandparents. Their geographical knowledge is developed through activities such as walking around the local area, and noting what they see on their way to school. The children show interest and enjoyment in their practical activities and work well, readily helping each other.

Physical Development

77. Children achieve well in this area of learning and the majority achieve the early learning goals as they leave reception. Effective teaching ensures that children improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. In a physical education lesson, the children demonstrate several different ways of moving, for example, marching, jogging, walking, taking small and big steps. Their awareness and control of their own and each other's space is developing well, as is their ability to stop at a given signal. They work hard to improve their throwing, catching and bouncing skills. The good, clearly marked outdoor play area is well used for a range of role play activities, for example, a building site. A good variety of wheeled toys, including tricycles, scooters, wheelbarrows and trolleys, is available in this area and children use these competently.

Creative Development

78. Children make good progress in this area of learning and the majority achieve the standards expected by the age of five. They have many appropriate opportunities to draw, paint and make objects. Children make leaf prints using crayons, before making leaf collages. In model making they use a variety of media, including modelling dough, as in the display of Incy Wincy Spider. They learn how to mix paint successfully, and their observational skills begin to develop as they draw portraits of their friends. Imaginative play is encouraged in the role play areas in both nursery and reception. Pupils participate well in musical activities. They enjoy singing nursery rhymes and incorporate actions appropriately.

Teaching, Learning, Curriculum

79. The quality of teaching for children in the Foundation Stage is good in the nursery and reception class. The teachers, nursery nurses and classroom assistants work effectively together to create a very caring and secure environment. They form good relationships with the children, and have high expectations of their behaviour, to which the children respond well. The staff's good understanding of how children of this age learn, together with effective planning, create a happy atmosphere in which children work and play well together, and make good gains in their learning. They also grow in confidence through the constructive praise they receive from staff. Children with special educational needs and those for whom English is an additional language are well supported.
80. The curriculum is well planned to cover all areas of learning effectively, and particular emphasis is placed on communication, language and literacy, and on mathematics. The nursery and reception teachers currently plan for their own classes. They do, however, hold a weekly planning meeting with the Early Years co-ordinator, to discuss their work and to ensure continuity and progression within the Foundation Stage. Detailed weekly plans show what work is to be covered in each area of learning, and what skills the children are expected to learn through the well-structured activities. Future planning is appropriately based on the weekly evaluations of what children have achieved. Initial baseline assessment is covered appropriately, and the information from this is used to plan subsequent learning experiences. On-going assessments are used to help teachers plan the next steps in children's learning, and to monitor the progress that each individual child makes.

ENGLISH

81. The standards achieved by pupils aged seven in reading are well below those found nationally. In writing, standards achieved are below those found nationally. When compared with similar schools, standards achieved in reading are in line with other schools. Standards achieved in writing are very high when compared to similar schools. The inspection's analysis shows that the attainment of pupils at the end of Key Stage 1 is below the national average, and this represents an improving trend at the school since the previous inspection.
82. The standards achieved by pupils aged eleven in English are well below those found nationally. Pupils' performance is in line with standards achieved in schools with similar backgrounds. The inspection's analysis indicates that the attainment of pupils at the end of Key Stage 2 is below average, and this represents an improving trend at the school since the previous

inspection. Value added data also indicates that pupils make good progress in the learning through both key stages.

83. The successful implementation of the National Literacy Strategy has now made a strong contribution to improving standards across both key stages. All teachers are confident with the methodology of the Literacy Strategy, and this growing expertise is contributing to raising standards in reading across both key stages.
84. Throughout the school, children with special educational needs make good progress towards the targets set in their individual education plans. They are well supported in this by both teaching and support staff. Individual education plans detail targets that are clearly linked to the National Literacy Strategy, and those targets are reviewed each half term. This is an improvement since the previous inspection. Support staff across the school work very effectively in partnership with class teachers, providing extensive support for pupils during literacy sessions. This effective partnership provides pupils with special needs full access to the literacy curriculum. Disabled pupils are particularly well integrated into Literacy lessons, and high levels of care were evident during the inspection.
85. Throughout both key stages, pupils make good progress in speaking and listening. Most pupils listen attentively in lessons, and they demonstrate increasing skills when expressing views and opinions. During a numeracy lesson, Year 1 pupils were given guidance on how to listen attentively. The counting exercise that followed required pupils to count beats in rhyme and song. Year 2 pupils had to employ appropriate answering and listening strategies in order to participate successfully in the full circle letter game. When discussing sources of light in a science lesson, Year 2 pupils were challenged to develop their answers through open questioning. Year 4 pupils were required to discuss, and then describe, the translucent characteristics of a variety of fabrics during a science lesson. Whilst discussing Anna Sewell's biography, the teacher of Year 6 pupils was careful to ensure all pupils had an opportunity to express an opinion. Pupils with English as an additional language make very good progress in speaking and listening skills. Early intervention ensures that pupils rapidly develop confidence in speaking. Support in the nursery/ reception classes is characterised by one-to-one conversation. As a consequence of this early intervention, pupils with English as an additional language make good progress in their learning through the school.
86. Progress made by pupils in reading through both key stages is good. Between the ages of five and seven years, pupils learn to appreciate books and listen to stories with interest. This good progress in reading is underpinned by the secure teaching of reading skills, and the range of attractive and interesting books provided. There is an extensive resource of group reading books, and the library is well resourced with both fiction and non-fiction books. Pupils use phonic skills to decode unfamiliar words, and they acquire a reasonable reading vocabulary and know many key words. The Home/ School reading link requires further strengthening, and interviews with pupils reveal that, for some pupils, reading at home is infrequent. Older pupils in the current Year 6 read with fluency, expression and accuracy. They are able to use library books to retrieve information, and can talk about topics that required research work. The implementation of the Literacy Strategy has increased the range and type of reading experiences throughout the school.
87. As a result of the improved progress in reading, pupils are more confident when writing. A thorough weekly spelling programme is also contributing to improved standards. However, pupils are less confident when producing extended creative writing. Creative writing, in particular, is not given enough time within weekly timetables, and shared/ guided writing

sessions are too infrequent. Year 2 pupils have prepared sets of instructions for making jigsaws and jam butties. These instructions successfully developed a sense of sequence and process for pupils. For example, Year 3 pupils had written predictions of how the story “Worryguts” might end. Appropriately, Year 4 pupils had produced poems in the style of “Please, Mrs Butler”. Year 5 pupils had written useful instructions to games they had designed and written simile poems containing appropriately descriptive metaphors. The headlines of one well written report proclaimed, “St Teresa’s win computers”. Pupils had, as part of a geography project, written letters home, pretending they were visitors to Kenya. The school has also established a link with a Cardiff school and pupils have the opportunity to write to a pen friend and further develop descriptive skills.

88. Teaching is good throughout the school and makes a positive contribution to children’s learning, enabling most pupils to make good progress. All teachers display good questioning techniques and constantly strive to extend children’s thinking and learning. In Year 2, the teacher used the big book, “Whatever the Weather”, to extend pupils knowledge of how and where to use a comma and the question mark. In Year 4, an enthusiastic delivery of the lesson successfully developed the pupils’ ability to describe a setting. A tight focus on the learning objective ensured the lesson had pace, challenge and purpose. The quality of teaching in Year 5 was high, in a lesson where pupils were sequencing events leading up to a Church visit. A lively mix of discussion, work and sharing activities engaged all pupils, and levels of productivity were high. In Year 6, well organised, differentiated tasks for ability groups maximised the learning opportunities for all pupils.
89. Teachers’ planning identifies relevant learning objectives, and teachers share those learning objectives with pupils and effectively use a plenary session, to assess and demonstrate progress made by pupils towards those goals. Teachers’ planning shows evidence of on-going assessment, and there are established records of assessment. The tracking of individual pupils through the school should be further improved. Teacher marking shows a fair balance between encouragement and setting targets for improvement. Overall, the school’s targets for improving standards in English are too low. Teachers’ expectations for more able pupils are too low, and the proportion of pupils achieving higher levels at the end of both key stages is too low.
90. In all classes, relationships are very good and pupils’ behaviour is of a high standard; this has a most positive impact on pupils’ learning. This represents a significant improvement since the previous inspection. Pupils show good levels of concentration, and are clearly enthusiastic about school and their work. They maintain low noise levels, and apply themselves well to set tasks. There is an established work ethic. It is particularly noticeable how respectfully the pupils listen to each other during class discussion sessions.
91. The new ICT suite provides the pupils with many opportunities to develop their literacy skills in other subjects. Year 6 pupils have recently produced magazines, “All about jobs”. The production of these magazines has provided pupils with a wide range of editing opportunities. The magazines contain interviews, informative sections, and diaries.
92. The co-ordinator is very committed and has a leading role in the implementation of the Literacy Strategy. She has supported colleagues with in-service training and advice. She has developed a monitoring role, and has a confident knowledge of standards across the school. The school has rightly targeted the teaching of writing skills for further improvement. Additional Literacy Support has been targeted appropriately and staff have received training.

Resources are of a good quality. The school is keen to improve on the standards achieved at the end of both key stages and are now tackling this effectively.

MATHEMATICS

93. On the basis of 2001 national test results based on average national curriculum points scores, attainment was very low compared with the national average at the end of Key Stage 1. (*Very low, means that the school's results were in the lowest five per cent of schools nationally.*) Pupils' performance in the Key Stage 1 mathematics test was well below average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1999 to 2001 was below the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 over two terms behind pupils nationally. The performance of girls was better than that of boys in the end of Key Stage 1 tests over the last three years; on average, they were nearly six months ahead.
94. In the 2001 national tests at the end of Key Stage 2, pupils' attainment in terms of average national curriculum points scores was well below the national average. The average attainment of pupils leaving Key Stage 2 has been approximately two terms behind pupils nationally. The performance of boys has been better than that of girls over the last three years; boys are only one term behind pupils nationally at the end of Key Stage 2, whereas they are just over a year behind at the end of Key Stage 1.
95. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that standards are below the national expectations for pupils aged seven, and also below average by the time pupils leave the school at the age of eleven. The reason for the difference between previous test results and inspection findings is that pupil mobility has not been as great for the current cohorts, there is a new management structure at the school, and staff have benefited from training provided by outside agencies, including the Education Action Zone. In the range of mathematics work seen during the inspection, pupils aged seven, at the end of Key Stage 1, demonstrate below average standards in investigative mathematics and number. Pupils aged eleven, at the end of Key Stage 2, do not in general have sufficiently good knowledge of their multiplication tables, because they are not practised throughout the school with sufficient regularity. This holds up progress in other areas of mathematics. Pupils aged eleven can plot coordinates in all four quadrants and demonstrate a range of methods for mental addition of two digit numbers. They do not always use correct mathematical vocabulary throughout the school, although this is improving, which should accelerate their learning. Pupils aged seven are appropriately familiar with ordinal and cardinal numbers; they are able to order numbers up to fifty. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils aged seven, and for those aged eleven. To raise standards of attainment further in both key stages, there is a need to continue the current work of building up a coherent mathematical vocabulary, and to ensure that all pupils have instant recall of their multiplication tables. There is a need to develop problem-solving techniques so that pupils are not "thrown" when they meet words with which they are not familiar in problems. Lower attaining pupils, in particular, need to be more closely and consistently instructed throughout the school as to a "main method" to use when carrying out basic arithmetic.
96. The overall learning of pupils in mathematics in the lessons seen was good in Key Stage 1 and in Key Stage 2; this includes those pupils having special educational needs and those for whom English is an additional language. An analysis of pupils' work in their books also shows good

progress now, although there is a weakness in work on place value in Key Stage 1. Factors aiding progress include the very positive attitudes and behaviour of the pupils, and the overall good standard of teaching. The teaching observed was very good in two of the four lessons seen, good in one lesson and satisfactory in the other. The features common to both of the very good lessons, contributing to a high rate of learning, were the high expectations on the part of the teachers, coupled with a very lively pace in which the teachers set time targets for pupils. Such lessons clearly explained what the learning objectives were at the outset, and re-visited these at the end of the session to see how far they had been achieved. Class management in all lessons seen was very good. However, expectations for the highest attaining pupils are not always sufficiently challenging; in some lessons, whilst overall learning was good, the learning of the higher attainers was only satisfactory.

97. Teachers in most numeracy lessons begin with effective question and answer sessions, to revise previous work and to introduce the new topic. In a satisfactory lesson on metric units, there was still confusion on the part of many pupils who had not *learned* how to change millimetres to centimetres to metres, and the reverse process. There was still too much guessing along the lines of “times by ten; divide by one hundred” and so on. Additionally, even if pupils were correct and knew that the correct way to convert millimetres to centimetres was to divide by ten, many were unsure as to *how* to divide by ten. Overall learning in this lesson was only just satisfactory. Factors militating against progress are a lack of pupils’ instant recall of multiplication tables, an over-reliance occasionally on commercial worksheets, and the lack of a consistent assessment scheme throughout the school to track pupils’ progress. Pupils’ achievements are good overall. Factors helping learning include pupils’ enthusiasm and concentration, coupled with overall good teaching at a brisk pace. The coordinator is keen and enthusiastic, but has not yet carried out detailed analysis of pupils’ performance in national tests, in order to find areas of relative weakness and report these to the other staff. She runs a popular mathematics club. The school has made satisfactory improvement in this subject since the last inspection.

SCIENCE

98. Attainment in science is below that expected of the majority of pupils at the ages of seven and of eleven. The test results for the year 2001 show that pupils’ attainment at the end of Key Stage 2 was well below the national average. Their attainment was, however, above the average level of pupils at similar schools. The trend over recent years has followed a pattern that has broadly matched that nationally. Pupil mobility has adversely affected standards, with some lower attaining pupils joining the school in the top two classes. Pupils who have attended the school consistently from the age of five are making better progress than other pupils.
99. The overall quality of teaching is good. Teachers plan and prepare well for lessons. Class management is very good throughout the school, and the orderly environment creates an excellent atmosphere for learning. In a very good lesson for Year 4/5 pupils, the teacher explained the competing forces affecting the descent of a parachute. Pupils joined in the discussion and showed awareness of terms such as gravity and air resistance. They then carried out an investigation into factors that could affect the rate of descent of a “spinner”, such as the size of the spinner. Their experiment was quite successful and pupils’ learning, overall, was very good. Throughout the lesson, there was a buzz of excitement, and a very keen response.
100. Pupils with special educational needs and those for whom English is an additional language are well supported by their teachers and other adults, so that their learning is similar to that of the

majority of pupils. Good discussions take place in the introductions to many lessons, and the teachers are clear about what they want the pupils to learn. Pupils aged eleven in Year 6 gave reasonably clear explanations of the roles of condensation and evaporation in a good lesson on the water cycle. Occasionally, teachers do not use correct scientific vocabulary, as when they ask pupils to draw a picture rather than a labelled diagram. This does not help pupils' learning.

101. Pupils aged seven, in Year 2, successfully investigated the effect of different materials covering a light source. Their learning was good, and by the end of the lesson they had much better understanding of terms such as "dimming" and "blacking out". The recording tasks set in lessons are not always sufficiently challenging, particularly for higher attaining pupils. Too often there is only a requirement to make marks on prepared sheets, and occasionally colouring activities. There is insufficient requirement for them to set down their predictions, activities and conclusions, thus obliging them to think and express their conclusions clearly. Numeracy skills are used insufficiently, and there is a scarcity of data and diagrams in recordings. The pupils' recording of their investigations is just starting to develop progressively through the school with the use of a methodical scientific planning sheet. This should accelerate pupils' learning.
102. Pupils' attitudes are very good, as are relationships. Pupils want to learn and they are most enthusiastic. They really *enjoy* science.
103. Attention to improving standards in the subject since the last inspection has been good overall. There is, however, a lack of a framework of consistent grading of pupils' work throughout the school, in order to set targets and to track pupils' progress. Whilst some work has been carried out on this, it remains an area for further development. The coordinator is newly in post and is keen to spread her expertise. She has recently monitored pupils' exercise books throughout the school, given appropriate feedback to staff, and is now compiling an inventory of resources to maximise pupils' investigative work. The school development plan has appropriately identified the consistent use of scientific vocabulary as an area for attention, in order to raise standards further.

ART AND DESIGN

104. As no art lessons were observed during the inspection, it is not possible to make an overall judgement on the quality of teaching. However, work on display, a scrutiny of the previous year's work and teachers' planning show that pupils achieve satisfactorily in art and design and reach the nationally expected levels at the age of 7 and 11. Standards have been maintained since the last inspection.
105. Pupils aged between 5 and 7 use a suitably wide range of materials and work appropriately with different media. They observe objects presented to them closely, objects such as shells, logs and sea urchins, and use lines and shading to sketch these accurately with charcoal, chalk and different grades of pencil. As they draw portraits in the style of Matisse, they show increasing attention to fine detail and experiment appropriately with pencil to create different lines, shades and tones. These skills are well used to draw portraits of each other.
106. Pupils aged seven to eleven build appropriately on the work they have done in the younger age range, as they extend their range of techniques and materials. They continue to investigate the work of famous artists, producing portraits in the style of Picasso and Van Gogh, using pencil

and different types of crayon. Pupils suitably extend their observational skills, making drawings of birds and plants and focusing effectively on proportion and detail. They further develop their artistic skills through the use of computer programs which they also use to research information on, for example, the work of L.S. Lowry.

107. The art co-ordinator was absent during the inspection, but documentation shows satisfactory management of the subject. There is a newly revised policy and scheme of work that provides effective guidance for teachers' planning. The co-ordinator checks teaching through examining planning and the quality of work that pupils produce. However, there are no formal systems in place for monitoring teaching, for assessing the attainment of pupils, or for recording their progress to ensure continuity and progression. Resources are satisfactory and are used well.

DESIGN AND TECHNOLOGY

108. It was possible to see only a limited number of design technology lessons during the inspection, and there were no examples of work on display in the school. There is, therefore, insufficient evidence to make a judgement on attainment, achievement or the quality of teaching.
109. Evidence from the previous year's work, documentation and discussion with the staff and co-ordinator indicate that all pupils experience a suitably broad range of design and technology work. In the Year 1/2 class, this is closely linked to the pupils' work in science and literacy. Pupils use nursery rhyme pictures as they begin to make moving pictures using pivots, levers and slide mechanisms. They look at their plans, decide on the part to move and the best mechanism to use. In the Year 4/5 class, pupils plan carefully, using a questionnaire, as they design and make a sandwich appropriately for a friend. They list ingredients, equipment and making instructions and think carefully about presentation as they draw their design.
110. In the two lessons seen, the teaching was good. Teachers' planning was good, and clearly identified the resources pupils will need to do their work. Their clear explanations and instructions kept pupils working hard, fostered good attitudes to learning, and ensured pupils behaved well. Pupils worked well collaboratively, shared resources sensibly and listened respectfully to the opinions of others. In the Year 1/2 class, encouragement was given for pupils to achieve the more "fiddly" parts of the work, and the support teacher and assistants were used well to ensure that all pupils succeeded. The pupils' tracing, cutting and gluing skills were developed well, and they were able to evaluate their finished pictures. In the Year 4/5 class, pupils used their literacy skills appropriately as they wrote lists and instructions. They were well motivated by the wide range of ingredients available, having due regard to hygiene rules and presentation.
111. Leadership and management of the subject are satisfactory. The clear policy and scheme of work provides good guidance for teachers' planning, and they are developing their confidence in the subject. Current monitoring of the subject is through teachers' planning and examination of pupils' work. There are no formal systems in place to assess pupils' progress in knowledge, skills and understanding, to ensure they are making continuous progress throughout the school. Resources are satisfactory; they are used well to support pupils' learning.

GEOGRAPHY

112. During the inspection only one lesson was seen in the five to seven age range, and no lessons were seen in the seven to eleven age range. It is not possible, therefore, to make an overall judgement on teaching. Pupils' written work and teachers' planning indicate that an appropriate range of geographical topics are covered, progress is satisfactory and that standards are at the nationally expected levels at age seven and eleven. Standards have been maintained since the last inspection.
113. Pupils in Key Stage 1 successfully learn about their immediate environment through the practical observation of it. By the age of seven, they are familiar with features within their own school and locality. Pupils in the Y1/2 class are able to draw a simple plan of their route to school. They are introduced to the concept of maps and how to plot features on them. They are able to recognise the various features of their own homes, for example, "semi detached" or "made of bricks". Pupils show geographical features of an island on a simple plan, and name appropriate types of transport. A record is kept of "Barnaby Bear's holidays" around the world as he goes on holiday with the teachers and pupils.
114. Pupils in the Y3/4 class make appropriate comparisons between Britain and St. Lucia in weather, language, currency, and jobs. They demonstrate good research skills when finding out information about the landscape and climate. Pupils in the Y4/5 class highlight mountains and main towns accurately on a simple map of St Lucia, and follow a route in the capital using grid references. They design posters and devise a travel brochure to encourage tourism in St Lucia. Pupils in Y5/6 make good gains in their knowledge and understanding of Kenya. The topic is well presented and shows evidence that pupils understand the differences in city and village life in the country's environment.
115. Teaching was good in the Y1/2 lesson seen. Planning was good, pupils clearly knew what they were to learn, and resources were readily to hand. The teacher made good use of a local map, photographs, and the overhead projector to illustrate features of the local environment. Pupils used their observational skills well in this activity, and were eager to participate. Instructions were clear, and the effective use of questioning extended pupils' reasoning skills as they discussed, for example, different types of houses. Pupils listened carefully to instructions, concentrated on the tasks set and behaved well. There was effective support from the classroom support assistant, who ensured that a pupil with special educational needs participated fully in the lesson. Pupils throughout the school try hard with the presentation of their work, which is conscientiously marked with comments to extend pupils' thinking, as seen in the Y5/6 class. However, pupils need to apply their literacy skills, for example, punctuation and spelling, more accurately when writing up information, and there are insufficient opportunities for pupils to extend their writing skills during follow-up activities. Good use is made of information and communication technology for all pupils to develop their geographical skills.
116. Leadership and management of the subject are satisfactory. A very comprehensive scheme of work from the Local Education Authority is being used successfully to plan a suitable range of work. The co-ordinator monitors teachers' planning and scrutinises pupils' work. However, there is no monitoring of teaching and no formal procedure in place for assessing pupils' attainment or recording their progress. Resources are satisfactory. Good use is made of the local environment, Hothersall Lodge, and Ribchester village to enhance pupils' learning.

HISTORY

117. Due to the organisation of the school's timetable, no history lessons were seen in Key Stage 1. However, a scrutiny of pupils' work and teachers' planning indicates that pupils reach the nationally expected levels for their age, and that achievement is satisfactory. Pupils aged 11 attain the expected levels for their age. Standards have been maintained since the last inspection.
118. Between the ages of five and seven, pupils are helped to develop their understanding of time by listening to stories about the past and about how famous people contributed to change, for example, Florence Nightingale. They show a sound knowledge and understanding of significant events in English history, for example, the Great Fire of London. They write independently to order the main events of the fire in correct sequence, and research the life and time of Samuel Pepys. Pupils develop a sense of chronology as they study their own family tree and their life to date, through a display of books, photographs and artefacts. The pupils use a range of suitable ways to record their work appropriately, including drawings, diagrams, maps and independent writing.
119. Pupils in Key Stage 2 achieve satisfactorily. Pupils listen attentively, are keen to learn, and respond positively to a wide range of well-planned historical experiences that develop their understanding of life and beliefs in Ancient Egypt. Time lines support pupils' sense of chronology, and enhance their numeracy skills as they answer questions such as "How long ago since?" They work collaboratively to research their topic, consolidating literacy skills as they use books and the internet for information gathering. Pupils are eager to contribute to discussions and share their ideas. Listening skills are well developed, but opportunities for extending pupils writing skills are lost in follow up activities.
120. The teaching of pupils aged seven to eleven is good, with teachers and pupils showing an enthusiasm for the subject. Teachers plan well and pupils are clear about what they are to learn. Teachers' subject knowledge is good and the effective use of a suitably wide range of resources arouses pupils' curiosity, helps them know more about the past and learn for themselves the skills required for effective research. Pupils with special educational needs are well supported by classroom assistants, who are well briefed and ensure pupils participate fully in activities.
121. Subject management is satisfactory. The co-ordinator has a good knowledge of what is happening in history throughout the school, as she monitors planning and standards in pupils' work. However, there is no monitoring of teaching, and no formal procedure in place for assessing pupils' attainment or recording their progress. Resources are good, and effectively supplemented by the library and museum loan schemes. The local area is well utilised to raise pupils' awareness of British history, for example, Preston Museum and the Harris Museum and Manchester Museum to enhance work on the Ancient Egyptians. The subject makes a good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards of attainment for pupils aged seven, at the end of Key Stage 1, and for those aged eleven, at the end of Key Stage 2, whilst improving, are below national expectations. By the end of Key Stage 1, pupils use information and communications technology (ICT) to assemble text on the weather linked to their work in literacy. They are able to generate text and insert words such as "snowy" into the quadrant of the screen entitled "Cold weather features". They have reasonable mouse skills and save their work appropriately. By the end of Key Stage 2, pupils are able to create repeating patterns using imported pictures; they use ICT to help their

work on Kenya in geography. They can present information in different forms. Pupils have limited awareness of their audience and the need for quality in their presentations. Pupils' work on control, monitoring and modelling is not yet at nationally expected levels. Pupils at St. Teresa's are starting to use ICT as a tool to help their work in other areas of the curriculum.

123. Learning is now good in both Key Stage 1 and in Key Stage 2, for all pupils, including those having special educational needs and those for whom English is an additional language. The new ICT suite, which the school has only had for the last three weeks is already having a positive effect on the pupils' rate of learning. It was possible to see three lessons in this subject, two of which were taught very well and in the other, the teaching was good. The school makes very efficient use of its ICT suite; all classes are timetabled for two sessions per week there, and the computers are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is not yet used effectively to monitor pupils' progress in this subject.
124. Pupils' response is very good. They show eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work very well co-operatively. They are not afraid to volunteer their own suggestions; relationships are also very good, both between pupils and with the adults.
125. The co-ordinator for this subject is very knowledgeable and keen to spread her skills through the school. She has already provided in-service training for colleagues, but she has not yet had time to monitor and evaluate their teaching formally. However, her teaching room is situated next to the ICT suite, and she is a regular, informal visitor to classes in there. There are appropriate computers in every classroom, which are networked together and networked to the suite. The school is now linked to the internet. And has an appropriate range of cross-curricular software. Good improvements have been made since the last inspection in terms of the hardware available; standards for pupils aged eleven are now below rather than well below national expectations.

MUSIC

126. It was not possible to make judgements during the inspection about teaching and attainment in music in Key Stage 1. However, at the end of Key Stage 2, the majority of pupils meet national expectations.
127. Pupils make satisfactory progress through Key Stage 2. Most pupils across the key stage are able to control sounds through singing. Year 3 and Year 4 pupils perform warm up exercises prior to singing, and demonstrate confident pitch control and a sense of musical expression when singing a tune from the musical, "Oliver". Year 5 and 6 pupils composed music and movement pieces, illustrating the characteristics of a variety of animals. They were able to select musical instruments critically, and appraise their suitability for the purpose. They performed music and movement compositions successfully, using notation to guide their performance.
128. Pupils' response to music lessons is very good. When working in small groups, the pupils work purposefully and co-operatively to produce compositions. They use musical instruments with care, and are careful to control noise levels. They share ideas readily with each other, and listen with respect to the ideas of others. During singing lessons, pupils are clearly excited at the prospect of singing and performing. They strive hard to meet performance expectations. This all contributes well to pupils' learning. Teaching observed in Key Stage 2

lessons was overall very good. Teaching was very good during singing lessons, where the teacher demonstrated a high level of expertise and constantly challenged pupils to use their voices to greater effect. Well-planned lessons presented pupils with a wide variety of singing experiences. The school now enjoys a strengthening musical tradition, having already performed parts of the musical, “Oliver”, and is in the process of preparing “Joseph”. The teacher of singing modelled all his expectations, and this is developing pupil confidence in singing. The Year 5 and Year 6 composition lesson indicated high levels of lesson preparation and organisation, which ensured a smooth and intensive session for working groups. Across the school, teacher expertise requires further development, and this is a target for improvement.

129. Pupils with special educational needs are particularly well supported by staff during lessons to ensure full participation. When whole class singing activities are taking place, pupils with reading difficulties are supported and consequently are able to participate fully. Pupils with English as an additional language were also observed participating in lessons with enthusiasm and enjoyment.
130. The school has a satisfactory policy for music and a published scheme, and QCA documents provide support for teachers. The policy will be reviewed. Tuition is provided in brass, woodwind, keyboard and guitar. The Headteacher is the new co-ordinator for music and intends to share his own expertise with teachers. He intends to develop monitoring in the subject alongside team teaching. The school choir performs at the local Church, and will be performing during the Christmas period at the local hospital. The improved delivery of the subject represents a satisfactory improvement since the previous inspection.

PHYSICAL EDUCATION

131. Pupils’ achievement in both key stages is satisfactory, and pupils achieve standards commensurate with their age. This represents an improvement since the previous inspection. Work in gymnastics and games were observed during the inspection. Evidence from the teachers’ planning and the school curriculum framework for this subject indicates that there is satisfactory provision for the teaching of dance, swimming and outdoor activities. The majority of children achieve the minimum standard for swimming at the end of Key Stage 2.
132. During games activities, Year 1 pupils demonstrated that they were able to use the hall space safely whilst travelling at speed. They developed ball-bouncing skills whilst walking around the hall, and displayed good control skills. Year 4 pupils prepared a series of balances whilst working in pairs, displaying satisfactory levels of control and balance. Year 6 pupils employed defence and attack skills in small-sided, ball-handling games. Ball handling skills and teamwork were of a high standard. Pupils with special education needs were supported by ancillary assistants during lessons, and participated fully in all activities.
133. Pupils’ response to lessons is good. Year 1 pupils listened carefully to instructions, and responded immediately to commands. They showed good levels of effort and concentration throughout. Year 6 pupils showed high levels of co-operation when working in pairs and in teams of six. They have a good grasp of fair play, and adhered to game rules without direct supervision. Standards of behaviour were high, and pupils appreciated the efforts of other pupils.
134. Teaching is good at both key stages. Warm up routines are lively and imaginative. Year 1 pupils warmed up by using nursery rhymes to prompt different ways of moving around the

hall. Year 4 pupils warmed up to pop music, and clearly enjoyed the experience. All teachers modelled activities and set challenging tasks. Good subject knowledge was evident, particularly during the coaching sessions with Year 6. Teachers use pupil exemplars, and all lessons had a good balance between high activity and calming moments of assessment. Teachers ensure appropriate dress and high levels of safety. Most pupils are aware of their body's response to exercise.

135. A school policy for physical education is in place, and a scheme of work based on the local syllabus. The co-ordinator has produced long-term plans for all classes. She has monitored teacher planning, and the school intends to develop her opportunities to team-teach and monitor teaching further. The school is implementing core task assessment from the Lancashire scheme. The school is well resourced and has a range of Top Sport bags. Netball, football, dance and rugby clubs are provided by staff and volunteers. The school participates in a local swimming gala. Residential weekends have been provided at Hothersall Lodge and pupils have experienced a range of outdoor activities; these have made a useful contribution to pupils' learning..