

# INSPECTION REPORT

## **ST JAMES' C OF E PRIMARY SCHOOL**

Clitheroe

LEA area: Lancashire

Unique reference number: 119419

Headteacher: Mr S P Adnitt

Reporting inspector: Mr S Lake  
22191

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> September 2000

Inspection number: 224410

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Greenacre Street Clitheroe Lancashire
Postcode:	BB7 1ED
Telephone number:	01200 423599
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M H Blackburn OBE
Date of previous inspection:	04/11/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Stephen Lake 22191	Registered inspector	Information and communication technology Design and technology Equal opportunities	Standards of attainment The quality of teaching How well is the school led and managed?
Pat Edwards 10965	Lay inspector		Attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Pat English 20815	Team inspector	Foundation Stage English Music	
Graham Stephens 30705	Team inspector	Art and design Geography History Special educational needs	
Tony Clark 23917	Team inspector	Mathematics Physical education	Quality of the curriculum
Derek Sleightholme 2759	Team inspector	Science	
Gordon Alston 20794	Team inspector	Support on special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school with 405 pupils on roll. This is more than at the time of the last inspection. The area served by the school is mixed, with pupils coming from all parts of Clitheroe and from some outlying villages (8). Two of the wards served by the school are the poorest wards of the town. The percentage of pupils with English as an additional language is higher than in most schools at 2.2 per cent, but none of these pupils are at an early stage of language acquisition. The percentage of pupils entitled to free school meals is broadly average at 14 per cent. The percentage of pupils on the school's register of special educational need and the percentage of pupils with Statements of Special Educational Need are both broadly average. The school roll is stable, with pupils' mobility at only three per cent. When children enter the school at the age of four and when they leave the Foundation Stage to start the National Curriculum, attainment is close to the average.

### **HOW GOOD THE SCHOOL IS**

The school provides a satisfactory quality of education. The quality of teaching is satisfactory, with many good features. Standards are rising and the school is reviewing its performance satisfactorily. The governors are effective and the overall leadership and management are satisfactory, with some good subject managers. The school gives satisfactory value for money.

#### **What the school does well**

- The standards attained in science at the age of 11.
- The standards in history at both key stages.
- Pupils' behaviour and attitudes to school.
- The provision for pupils' moral and social development.
- The links with parents and the local community.
- The governing body is effective and knowledgeable.
- Personal relationships are good overall.

#### **What could be improved**

- The standards in information technology at both key stages.
- The overall provision for special educational needs.
- The overall management and monitoring of the curriculum.

*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 1996. Since that time improvement has been satisfactory. The key issues of the previous inspection have been addressed appropriately in general, although some aspects of one issue remain to be dealt with. Standards of attainment have risen in line with the national trend, with those in science showing a significant improvement this year. Of the previous key issues only one area remains to be completed, that of making effective use of the assessment procedures that have been put in place. The governors have brought about significant improvements in the accommodation. The school is suitably placed to bring about further improvement.



## STANDARDS

The table shows the standards achieved by 11 year olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	C	C
Mathematics	B	C	B	C
Science	C	D	C	C

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

The results of the national assessments in 2000 show that attainment is similar to that in 1999 in English and mathematics, but has risen significantly in science. In English, writing is not as good as reading. In mathematics the number of pupils attaining the higher Level 5 has improved. The inspection finds that the improvement is being maintained and, in particular, standards in writing are improving. Attainment in English and mathematics is average at both key stages. Attainment in science is average at Key Stage 1 but above average at Key Stage 2. Attainment in information technology is below average at both key stages. Attainment in history is above average at both key stages. In all other subjects attainment is average at both key stages. Attainment has been rising broadly in line with the national trend, except in science, where it has risen significantly between 1999 and 2000. The school has broadly met its targets for improvement, and pupils' achievements are satisfactory overall, except for some pupils with special educational needs, and some potentially higher attaining pupils whose achievements are unsatisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They concentrate well and are keen to succeed.
Behaviour, in and out of classrooms	Behaviour is good and this make a significant contribution to pupils' learning. Pupils are polite and courteous to visitors, and work and play well together.
Personal development and relationships	Relationships in the school are good overall. Most pupils respect the teachers and each other, and the school makes sound provision for their personal development.
Attendance	Pupils' satisfactory attendance makes a sound contribution to their learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

Overall, the quality of teaching is satisfactory with many strong features. Ninety four per cent of all lessons observed were satisfactory or better and seven per cent were unsatisfactory. Thirty eight per cent of all lessons observed were good or better, including seven per cent that were very good and one of the highest quality. The quality of teaching in English and in mathematics is satisfactory, and the key skills of literacy and numeracy are taught satisfactorily overall, with some strengths observed particularly with the oldest pupils. The school meets the needs of most pupils satisfactorily but does not meet the needs of all pupils with special educational needs. In particular those pupils on Stages 1 to 3 of the Code of Practice are not taught well when withdrawn from the classroom. The arrangements made for them result in these pupils missing key elements of the curriculum. Particular strengths of the teaching are the good relationships that teachers have with their pupils and the good questioning skills demonstrated by many teachers. Areas for improvement include the need to plan more clearly for the needs of different groups of pupils and making more effective use of support assistants. The sound teaching results in most pupils learning effectively. However, the learning of pupils with special educational needs and those who are gifted or talented is inconsistent. Pupils with Statements of Special Educational Need learn well as a result of the good support provided for them, but for those pupils identified for support from within the school's own resources learning is unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but with some areas for development. The school has prepared sound policies and schemes of work in all subject areas, and the overall curriculum is broad and balanced. However, the overall curriculum does not yet reflect the changes required from this term, and the allocation of time to subjects is not sufficiently clearly defined over the period that a child spends in the school.
Provision for pupils with special educational needs	Unsatisfactory but with some strengths. Statutory requirements are not met. Parents are not informed as soon as a pupil is placed on the school's register of special educational need and are not sufficiently involved in the reviews in a systematic manner. Many of the individual education plans are not matched appropriately to the identified needs of the child. The quality of teaching with those pupils who receive outside support is good, but the quality of teaching with pupils on the early stages of the Code of Practice is unsatisfactory overall. This is because the current system of withdrawal is not effective and denies pupils access to other key areas of the curriculum. The provision made for those pupils with physical disabilities is good.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Satisfactory overall. Provision for spiritual and cultural development is satisfactory across the curriculum, although much good work is done in religious education. The provision for pupils' moral and social development is good.
How well the school cares for its pupils	The school provides a caring environment where teachers know their pupils well.

Parents are closely involved with the school and many make a significant contribution to pupils' learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has a sound educational vision and provides satisfactory leadership. The management of English, mathematics, design and technology and information technology is good, but the recent initiatives made by these subject managers are in an early stage of implementation. The management of special educational needs is unsatisfactory. The senior management team is in the early stages of redefining its role and function but is aware of the need to complete this as a matter of urgency. At present the vision of the headteacher is not shared sufficiently with the senior management team and this limits its effectiveness. The senior management team is aware of this and is currently reviewing the way in which this team works, and relates to the other teachers in the school in order to make best use of the skills of many of the subject managers and talented teachers.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well apart from the oversight of special educational needs' provision. The governor responsible for special educational needs has only just taken on this role and has not had sufficient time to review the situation at the time of this inspection. Budget planning and management are good. Budgets are clearly based upon the identified needs of the school. The management of the site is a particular strength and governors have made significant improvements to the buildings and site over the last three years.
The school's evaluation of its performance	The school is reviewing its own performance well. The recent appointment of a person to the senior management team with responsibility for analysing the performance data available is a key element in this area.
The strategic use of resources	Satisfactory overall. Many resources are used well, but the use of the human resources for special educational needs is inefficient and ineffective.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Children like school.</li><li>• Children make good progress.</li><li>• The school expects children to work hard.</li><li>• Parents feel comfortable approaching school.</li></ul>	<ul style="list-style-type: none"><li>• Children getting the right amount of work.</li><li>• Information about how children are getting on.</li><li>• The school working closely with parents.</li><li>• The leadership and management of the school.</li></ul>

Inspectors agree with most of the positive comments but find that progress is satisfactory not good. Inspectors agree that some children do not get the right amount of work. Generally the quality of information to parents is good, but annual reports on pupils' progress could be improved. The school does work closely with parents, but inspectors agree that it would have been helpful if the new homework policy had been sent out to parents. Overall the leadership and management are satisfactory, but there are some areas for improvement.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The results of the 1999 national assessments of pupils at the age of seven showed that attainment was above average in reading in comparison with that in all schools and in similar schools. Attainment in writing was average in comparison with that in all schools but below average when compared with that in similar schools. Attainment in mathematics was below average in comparison with that in all schools and in similar schools. National comparisons show a significant improvement in reading and writing, with 100 per cent of pupils achieving the expected Level 2<sup>1</sup> in writing.
2. The results of the 1999 national assessments of pupils aged 11 show that attainment was average in English and science and above average in mathematics when compared with that in all schools and average in all three subjects when compared with that in similar schools. The results of the assessments in 2000 show a large improvement in science and an improvement in the number of pupils attaining the higher Level 5 in mathematics.
3. When all evidence is taken into consideration the assessments in 2000 show a clear improvement on the 1999 assessments, although the improvement in English and mathematics at the age of 11 is broadly in line with the national trend. Over the last four years standards of attainment have risen broadly in line with the national trend, although early indications are that the improvement from 1999 to 2000 may be slightly above the national trend. This cannot be confirmed until detailed figures are available.
4. When attainment at the age of 11 in 2000 is compared with the results obtained by the same pupils at the age of seven, progress over time is broadly average. The low attainment in writing that still persists at the age of 11 is a significant issue, but this has recently improved significantly at the age of seven. Overall the school has met or exceeded the targets set for improvement.
5. Pupils' achievements as observed during the inspection support the evidence of the national assessments. Pupils enter the school with attainment close to the average and leave with overall attainment close to the average, except in science and history, where inspection evidence shows attainment to be above average now. The achievements of different groups of pupils vary a little from this picture. Potentially higher attaining pupils achieve satisfactorily in English and mathematics by the time they leave the school at the age of 11 and achieve well in science, but this is inconsistent across the school, with the best progress made at the end of Key Stage 2. The work observed during the inspection included a sample from the previous year. An examination of this indicates that children currently in Year 6 are a lower attaining cohort than the 2000 cohort. The teachers in Year 6 are aware of this and have carried out a detailed analysis of the needs of the pupils. As a result of this analysis pupils are placed in sets for English and mathematics, and the focused teaching is already showing an improvement in standards. It is this clear improvement that leads to the conclusion that

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<sup>1</sup> On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

standards at the end of Key Stage 2 will, at least, be maintained as satisfactory despite the lower starting point of this group of pupils.

6. The attainment of pupils on the early stages of the Code of Practice<sup>2</sup> is unsatisfactory. This is largely due to the unsatisfactory provision made for these pupils, who are either taught in withdrawal groups or supported by classroom assistants directed by the class teacher. Where individual needs have been diagnosed and recorded, normally by an outside agency, little use is made of the information in the planning of work for that pupil. Fifty five pupils are withdrawn each week for additional support in groups of three to six. The main focus of each session is to check on key words learned at home and to set new ones, but this is not sufficiently linked to the diagnosed needs of the pupils. The pupils also work through phonic workbooks and some groups read to the teacher. Individual education programmes are not all prepared on the basis of needs diagnosed and it is clear that the match of work is not always appropriate. It is also a concern that these pupils are denied full access to the curriculum as they miss the same lessons each week. Some are seriously disadvantaged as they miss the beginning of literacy and mathematics sessions. These factors have a direct impact upon the standards that these pupils achieve as they often miss the parts of the lesson that are most vital to their learning. Pupils undoubtedly enjoy the attention they receive during these lessons. They feel secure with the routine, and the teacher has established an excellent relationship with the individuals in each group.
7. Pupils with Statements of Special Educational Need are well provided for. One physically disadvantaged boy was sensitively supported by his care assistant during a physical education lesson, as was an older pupil during a literacy lesson. This pupil had detailed and up-to-date records of his progress reviewed continually by his class teacher and support assistant, and monitored weekly by a teacher employed by the authority.
8. Children enter the Foundation Stage with attainment that is broadly average. They make satisfactory progress and by the time they start the National Curriculum attainment is in line with that expected.
9. Attainment in English is satisfactory overall. In speaking and listening, by the end of Key Stage 1 pupils are more able to ask relevant questions to clarify their understanding and more confidently add appropriate detail when explaining their ideas. However, few pupils show an awareness of the need to hold the attention of the listener by, for instance, adjusting tone, volume and speed. By the end of Key Stage 2, pupils show an increasing understanding of conventions associated with standard and non-standard English and when it is appropriate to use them. When sharing their views they are beginning to listen to those of others, raising questions and so developing their thinking further. Attainment in reading is average at the end of both key stages. By the end of Key Stage 1 pupils know and use an increasing number of sounds represented by combinations of letters to decode unfamiliar words. They recognise punctuation conventions and use them to support fluency and understanding. Most pupils talk about events and characters in the story and conjecture on what may happen next. They recognise fiction and non-fiction texts and regularly choose books for themselves from the library. By the end of Key Stage 2, pupils effectively read a range of texts, recognising the genre, themes and main ideas. Pupils know about basic library organisation and can use tables of contents and indexes to locate, retrieve and use information. However, opportunities to

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<sup>2</sup> On SEN Code of Practice: Code of Practice – This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

develop independent information-retrieval skills are often overlooked and this has a negative impact on the development of higher-order reading skills.

10. Standards of attainment in writing were a weakness in 1999 and to a lesser extent in 2000. Inspection evidence indicates that the overall attainment of pupils in writing by the end of each key stage is likely to be broadly average. This is an improvement on last year, although the school is quite rightly concerned that there is still much to be done. By the end of Key Stage 1 pupils write independently, using appropriate structure for a range of purposes, such as an invitation to a celebration and retelling a well-known story. Higher-attaining pupils show that they are aware of the need to attract the reader's attention by, for instance, using an unusual opening such as, 'Ring, ring ring...hello...who is it?' At Key Stage 2, pupils extend their range of formal and informal writing. Through direct teacher-intervention pupils become increasingly aware of how established writers use not only the content but also words and varied sentence structure to interest the reader. Older pupils use descriptive detail to set a scene such as, 'I walked home across the fields on a clear December night.' However, pupils make unsatisfactory progress in handwriting and presentational skills so that a significant minority continue to use print script as their preferred choice when presenting their work.
11. Attainment in mathematics is satisfactory. In the classes at the end of the key stage many pupils confidently add two numbers by holding the greatest and counting on. In mental and oral practice activities many pupils confidently use number bonds to ten and can add and subtract three-digit numbers. Most pupils understand the difference between odd and even numbers, and that all odd numbers end in one, three, five, seven or nine and that 'they do not make pairs.' The more able pupils are confident when counting on in twos, fives and tens. In conversation, pupils in Year 2 show that they can name correctly three-digit numbers and use their understanding of partition and place value to separate the numbers into hundreds, tens and units. Many pupils have some understanding of symmetry; they know that mirror-type images are referred to as reflective symmetry. They are beginning to measure more accurately, although there are only limited opportunities to develop skills in measuring mass and capacity.
12. In Key Stage 2, pupils build upon the knowledge and understanding gained earlier. They relate subtraction to everyday situations and solve problems which contain terms such as 'loss', 'minus' and 'penalty' in a games context. More-able pupils understand 'area' and 'perimeter' and calculate the areas of regular and irregular shapes in square centimetres. They understand long multiplication and division. Pupils in Year 6 recognise the mode, median and mean of a set of numbers in preparation for mathematical investigations
13. This inspection has shown that by the end of Key Stage 1 the attainment of pupils is expected to be in line with the national average in science. By the end of Key Stage 2 the attainment of pupils is expected to be above the national average. The continuing improvement in standards in science can be traced to good subject teaching, especially towards the end of Key Stage 2. By the age of seven most pupils can name the parts of the body, using terms such as 'waist', 'ankle' and 'stomach'. They have collected and compared data, recording the colour of their eyes and the size of their feet. They know that a healthy lifestyle can be traced to diet and exercise. Pupils have studied the surfaces of a wide range of materials, learned how to make a simple electric circuit and carried out experiments on pushing and pulling. By the age of 11 most pupils have acquired a wide range of scientific vocabulary and the ability to plan, conduct and record experiments confidently. They have learned about chemical change when heating chocolate with a candle and by mixing bicarbonate of soda and vinegar to produce an effervescent mixture. Higher-attaining pupils found that changes are sometimes reversible,



such as the melted chocolate returning to its solid form when cooled. Most pupils know that in order to secure accurate and valuable data they must ensure that they conduct a fair test. Most pupils can set down the scientific method they intend to use, make predictions of the outcomes, record their results and draw conclusions.

14. Since the time of the last inspection the expectations of what pupils can achieve in information technology have changed considerably and the national picture has changed also. This inspection finds that standards attained in information technology are below the average for pupils of a similar age at the end of both key stages. This does not represent a drop in standards since the last inspection but is a reflection of the fact that the school has only acquired the new equipment required in the last few weeks and pupils are just beginning to use the computers effectively. In relation to their prior achievement pupils are achieving satisfactorily, and discussion with pupils and an examination of their work show that an improvement in standards is already occurring despite the fact that training for the teachers does not take place until after the inspection. Pupils at the end of Key Stage 1 are using the keyboard and mouse to write messages to each other and many know how to print them. In Key Stage 2, pupils are using word-processors to write and edit their writing. Many pupils correct text using the appropriate commands and make use of this skill to support their learning in English. Pupils understand how to control a programmable toy, and the oldest pupils are becoming confident in interrogating a CD-Rom to support learning in subjects such as religious education. The oldest pupils make good use of the Internet to research information in history; for example, the work seen on ancient Egypt. The use of information technology to support and extend the learning of mathematical and numeracy skills in mathematics is being targeted in the whole-school focus on information and computer technology, but at present this aspect is underdeveloped.
15. Pupils' achievements in art, geography, design and technology, music and physical education are all in line with those found amongst pupils of a similar age. Progress is satisfactory and the standards noted in the last inspection are being maintained. Achievement in history is above that normally found amongst pupils of a similar age, and pupils make good progress in this subject. Pupils develop a good chronological framework with timelines displayed in many classrooms. In Key Stage 1 pupils learn that the past is different from the present by studying; for example, castles. In Key Stage 2, pupils use the Internet very effectively to research aspects of life in ancient Egypt and share the information with others as a class resource. Interviews with pupils revealed an enthusiasm for history, many in Key Stage 2 remembering taking part in the re-enactment of a Roman battle.
16. Pupils' achievements in literacy are satisfactory and are supported suitably by work in other areas of the curriculum. For example, in an observed science lesson pupils were encouraged to give oral explanations of the data, making good use of their literacy skills. By following the National Numeracy Strategy pupils are systematically developing their skills in multiplication, division, addition and subtraction. Mental arithmetic skills are developing well with practice and many pupils are able to make quite complicated calculations with considerable speed and precision; for example, when pupils in Year 6 use and explain strategies for the subtraction of three-digit numbers, and use their knowledge of numerators and denominators to calculate fractions of numbers.
17. The data from the national assessments show that girls are achieving better than boys, but this was not apparent in the lessons observed or in the work seen. The school has not addressed the issue of talented and gifted pupils rigorously enough and insufficient work is planned for these pupils in many of the classes. Nevertheless the careful planning in Year 6 has resulted

in an increase in the number of pupils achieving the higher Level 5 in mathematics and science.

### **Pupils' attitudes, values and personal development**

18. The high standard of pupils attitudes to their work found at the time of the previous inspection has been maintained. This has had a positive impact on the quality of learning and the standard of behaviour achieved.
19. Pupils' attitudes to school life and to their learning are good. They enjoy coming to school and are committed to their work. The majority of pupils respond well and show an interest in the activities provided, sustaining good levels of concentration. This was seen in a Year 5 class taking part in an English lesson, where pupils were writing the next chapter in the story Tom Tiddlers Ground and where they were paying particular attention to their targets for improvement. They are eager to share their ideas with each other, listen carefully to their teacher and are generally enthusiastic about their work; for example, when the reception class was taking part in a session that included painting butterflies, where the children showed great enthusiasm for finger painting. Parents expressed strong agreement with the positive attitudes and Christian values promoted by the school.
20. Pupils are polite and friendly. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. The school has high expectations of pupils' behaviour. There was one permanent exclusion in the last reporting year. The standard of behaviour in classrooms and in the playground is good overall.
21. Pupils develop personal and social skills well and are clearly motivated by the reward of team points for high-quality work, good behaviour and effort. Parents and pupils agree that bullying is not an issue in the school.
22. During the inspection much evidence was seen of the good relationships between pupils, particularly the care and consideration shown to younger pupils and those with special educational needs. Relationships between pupils and adults in the school are good. Pupils willingly accept responsibilities when given the opportunity and enjoy helping with the routines of class and school, such as assisting with collective worship, and acting as register monitors and team captains. However, there are insufficient occasions when personal initiative is encouraged in lessons and pupils are able to take responsibility for their own learning.
23. The levels of attendance and punctuality are satisfactory, allowing sessions to start on time and continue without interruption.

### **HOW WELL ARE PUPILS TAUGHT?**

24. At the time of the last inspection 13 per cent of all lessons were unsatisfactory. The quality of teaching has improved since then. This inspection finds teaching to be satisfactory with many strengths. Ninety four per cent of the lessons observed were satisfactory or better.
25. The quality of teaching in the Foundation Stage overall is good. Including these lessons, 45 per cent were judged good or better. Twenty-seven per cent of the lessons observed were judged to be very good or better, including one that was excellent. Only one lesson was unsatisfactory. This consistency of teaching quality makes a significant contribution to the

progress all children make. A major characteristic of the high-quality teaching is the thorough planning. It clearly identifies learning objectives and the specific language to be promoted, and sets a balance of self-chosen and directed tasks that provide appropriate challenge and interest for all children. This was well illustrated in lessons with a focus on numeracy skills, where children made good progress. Both teachers use support staff well, ensuring that they are clear about the objectives for the lesson and can provide appropriate intervention to move learning forward. Teachers consistently integrate support for personal and social skills and are concerned to include children at all stages of development by adjusting the demands of the task or question so as to aptly challenge specific children. This supports understanding and promotes the self-image of each child. This is particularly so for those children with special educational needs. Where the management of children is very good and is combined with good pace, all children are kept actively learning and are able to make best progress. Weakness occurs when activities are centred on the adult and children are passive onlookers, and this was the major cause of the unsatisfactory lesson.

26. At Key Stage 1, 32 per cent of the lessons observed were good or better, including one lesson that was very good. Only one lesson was deemed unsatisfactory and overall 96 per cent of lessons were satisfactory or better. At Key Stage 2, 93 per cent of lessons were satisfactory or better and 40 per cent were good. Seven per cent of lessons were unsatisfactory. When this evidence is set against the examination of teachers' planning and the scrutiny of pupils' work the inspection finds that teaching overall is satisfactory with many strengths. In the core areas of literacy and numeracy the teaching observed was satisfactory. However, as mentioned in the previous inspection, not enough emphasis is placed on developing pupils' referencing and research skills to encourage them to become independent learners. Many of the good or very good lessons were observed in foundation subjects such as physical education, and in science.
27. Particular strengths of the teaching observed in the school are the good relationships between teachers and pupils and the good teaching in science that is a key factor in the improving standards. It is clear that many teachers are working very hard to become as effective as possible and a clear improvement was noted in the lessons observed when compared with the planning and pupils' work from last year.
28. In the previous report the quality of planning and its link to assessment was a key issue. Much work has been done to review and implement new assessment procedures throughout the school and, whilst some are used to good effect, others are at an early stage of implementation. None are impacting sufficiently well on planning to ensure that work is always matched to the needs of the pupils. This aspect of assessment noted as a cause for concern at the last inspection is still a minor area for improvement.
29. It is the view of the inspection team that much has been achieved since the last inspection to improve the role of assessment and its link to teaching. Assessment of pupils as they enter school gives detailed information, which is then added to as the pupil moves through the school. A reading test is administered annually and, in addition to statutory tests at the age of seven and 11, additional tests in maths and English are given in Years 3, 4 and 5. The results of all these tests are very well analysed by the maths co-ordinator and provide useful information about the progress of both groups and individuals. In addition the recently-appointed assessment co-ordinator, working with a group of senior staff as an assessment group, has:-
  - revised the format of lesson plans to include space for evaluation;
  - updated the Records of Achievement;

- revised the annual school report to parents;
  - written a new assessment policy;
  - put in place a tracking record with effect from September 2000 in order to identify patterns, strengths/weaknesses and anomalies;
  - set up class assessment files beginning with numeracy;
  - moderated literacy and established a master file for reference;
  - proposed a new reading test.
30. Despite all this work, the impact on planning and thereby on the match of work to the needs of the pupils is inconsistent. Daily lesson plans do not consistently reflect provision for either the less or more able. This means that pupils are often set tasks that are inappropriate and consequently progress is not assured. Evaluations of lessons against objectives are not always recorded and therefore subsequent lessons are not always well planned to meet the needs of either the individual or the group. There is not, as yet, a systematic procedure for co-ordinators and groups of teachers to regularly scrutinise pupils' work to ensure equality of opportunity in parallel classes. In addition not enough is done to gain information about standards, curriculum coverage and individual needs to inform lesson planning. For assessment to remain manageable it is important that data that already exists is used to best effect to guide planning before the database becomes too large to manage effectively for the benefit of the pupils.
31. Many of the teaching-support assistants make a good contribution to lessons, but they are not used consistently and effectively throughout the school. In one lesson in Key Stage 2 a support assistant watched for over 30 minutes in a lesson before becoming involved. In another lesson in the Foundation Stage, a lack of guidance resulted in the support assistant doing the activities for the children and thus denying them the practical experience that they require. A similar situation occurred in a Year 1 art lesson where the creativity of the pupils was limited by being told how to construct a certain collage. The effective use of support assistants to make best use of their talents is a minor area for improvement within teaching.
32. The teaching of literacy and numeracy is sound, with the best teaching observed at the upper end of Key Stage 2. In Year 6, pupils are placed in sets for teaching in literacy and numeracy based upon a detailed analysis of the pupils' needs. This enables clearly focused teaching to take place that is having a significant impact upon standards.
33. A significant strength of the teaching in information technology is the way that teachers, although not yet secure themselves in the use of the new computers, are encouraging pupils to use information technology to support their learning. For example, in a literacy lesson a word-processor was used to allow pupils to reflect upon how writing could be improved by changing certain words and phrases.

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

34. The overall quality of the school's curriculum is sound and meets statutory requirements. There are sound policies and schemes of work in place for all subjects and they are in the process of being reviewed and revised to meet the requirements of Curriculum 2000. The curriculum is generally broad and balanced, but is limited by the way in which the timetable is devised. The teachers decide themselves when to teach certain elements such as literacy and numeracy. In parallel classes these are often at different time which limits opportunities to

extend the good quality setting seen in Year 6. Break and assembly times further break up the day in a way that limits opportunities to make best use of the time available.

35. The National Literacy and Numeracy Strategies are satisfactorily in place, and planning to deliver the basic skills in literacy and numeracy is satisfactory overall. The literacy and numeracy initiatives have ensured that there is good progression in skills and learning between year groups and key stages, but curriculum planning for other subjects does not put sufficient emphasis on ensuring that pupils acquire knowledge and understanding in a systematic manner.
36. Detailed long-term plans are in place which reflect the content of the schemes of work. Medium-term planning within year groups is satisfactory, but what is taught within parallel classes on a weekly basis differs and this limits the effectiveness of planning overall. Planning for the shorter term is generally completed regularly and plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy, give ample detail of the content and progression of these lessons. However, the quality of daily plans for foundation subjects lack consistency and they do not always identify clearly what pupils will know, understand and be able to do by the end of lessons. Emphasis on the planning to ensure the delivery of the key skills of literacy and numeracy across the curriculum is underdeveloped. Common elements are not consistently identified in teachers' planning in all year groups and thus opportunities to exploit pupils' sound literacy and numeracy skills are not taken. Currently there is no consistent overview of the whole-school curriculum and consequently it is not clear what will be taught and when during a pupil's time in the school.
37. Sex education is taught within the context of family relationships and, together with drugs education, is covered through science and personal, social and health education. The production of a drugs policy document and sex education guidelines represents an improvement since the previous inspection. Teaching reflects the denominational status of the school. Personal development is promoted on a day-to-day basis through the good care and attention that staff pay to all pupils. Overall, the curriculum successfully promotes the school's Christian ethos and the intellectual, physical and personal development of the pupils. It prepares them well for the next stage of their education. Links with the local high school are good and ensure the effective transfer of pupils in Year 6 to the next stage of their education.
38. The caring ethos of the school lays stress on the importance of equality of access and opportunity for all pupils, including those who have special educational needs. This is generally satisfactory and teachers are aware of the areas where gender issues and racial issues may affect learning. However, the current practice of withdrawing pupils with special educational needs from lessons for additional language support does restrict their access to the whole curriculum. During the inspection pupils were observed missing important sections of numeracy and information and computer technology lessons. This has a negative impact upon progress in these subjects.
39. Provision for pupils with special educational needs, with the exception of those with Statements of Special Educational Need, is unsatisfactory. The involvement of parents whose children have individual education plans is at best spasmodic, and there is no evidence to suggest that they are well enough informed to help their children at home effectively or have been involved in the process. Plans are sometimes duplicated and therefore identical for, in one case, up to nine pupils in one class despite differences in their identified needs. Targets are not detailed, review dates not always completed and consequently the plans cannot serve the purpose for which they are written, namely to ensure that the needs of the individual pupil

are met. All the plans scrutinised were related to literacy and none to either other core subjects or behaviour. The co-ordinator for special educational needs confirmed that she saw her role as being concerned predominantly with literacy. As a result not enough attention is given in individual education plans to either behaviour problems or numeracy problems.

40. The school plays a significant part in the life of the community through, for example, taking part in the civic Christmas carol concert. The school has close links with the Tesco supermarket, with pupils visiting the store and supermarket staff visiting school to support work by pupils on the school's healthy-eating programme. An industry day was recently held in school, with visitors from many local firms working alongside pupils on Easter packaging projects that were judged for their feasibility at the end of the session. This greatly enhanced pupils' learning and their awareness of the world at work. The school has very close links with the church, and the local parish priest leads collective worship in the school each week. At present, due to the alterations being carried out on the church building, the school is being used as the parish worship centre. However, when the church is available pupils attend for all major festivals, and pupils in Key Stage 2 hold a monthly service in church. The school has strong links with Ribblesdale Technology College. Pupils in Years 5 and 6 are able to visit each summer term to use the school's information and communications technology suite and laboratory facilities. Staff from the high school readily share their expertise in information communication and technology with teachers, assisting with staff development and the upkeep of equipment. Students on teacher and nursery-nurse training and those on work experience are made welcome in the school.
41. A good range of extra-curricular activities enhance the curriculum. There is a wide range of sporting and physical activities on offer and good provision for pupils in the performing arts. Music talent in particular is strongly encouraged and is a good feature of the school's provision. Regular concerts and plays are performed and all pupils encouraged to participate. Older pupils take part in a residential visit. There are very good links with the local community and the school plays an important part in its social and cultural life.
42. The standard of provision for pupils' spiritual, moral, social and cultural development reported at the time of the last inspection has been maintained and is satisfactory overall.
43. Satisfactory provision is made for pupils' spiritual development. Pupils ideas are valued and are used by teachers to help pupils develop a greater awareness and insight for example of the natural world as seen in a Year 1 art lesson working on a collage where pupils were discussing the different textures of bark and leaves. Although a satisfactory draft policy for the provision of pupils' spiritual, moral, social and cultural education has been developed there is no planned provision for developing spiritual awareness across the curriculum.
44. Good provision is made for pupils' moral development. They are encouraged to think about their actions and to consider how they affect others, for example by working safely in science lessons. Teachers make good use of times when they are together with their classes at the start of sessions to talk about what has happened at playtime or lunchtime and to engage pupils in these discussions.
45. The provision for pupils' social development is good. The adults in school provide good role models by their good example of co-operation. Pupils identify with their school and contribute willingly to its community life. Pupils are encouraged to relate positively to others and in lessons and extra-curricular activities they have opportunities to work co-operatively and collaboratively together. Older pupils participate in residential educational visits that make a

positive contribution to their growing maturity. The social development of all pupils is enhanced by the opportunities provided for a wide range of educational visits and the good provision for extra-curricular activities particularly at Key Stage 2.

46. The school makes satisfactory provision to extend the pupils' knowledge of their own and other cultural traditions. The pupils' cultural experiences have been enriched through visits to places of historical interests such as Wigan Pier and the Jordvik Centre, through visits from puppeteers and through their own involvement in school concerts. The pupils learn about cultural diversity through for example their work on Africa and the systematic consideration of Islam and Judaism. However the provision for pupils to become familiar with the lives and cultural heritage of people from other groups who make up the cultural diversity of modern British society is limited. Not enough is done to make pupils aware of the rich culture to be found in other countries or of the high level of technical expertise that can be found in countries such as India.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. The school has maintained its effective care of pupils reported at the time of the previous inspection. It provides a caring Christian environment where teachers know their pupils well and value them as individuals. Teachers monitor and support pupils' personal development through discussion of targets with groups of pupils and individuals. Most parents are happy with the care and guidance offered to their children. They feel that their children are happy in school and able to concentrate on their work.
48. Procedures for assessing pupils' attainment are well developed as outlined in paragraph 29 of this report. Pupils with special educational needs are assessed by outside agencies but not enough is done to make use of these assessments. Many of the procedures for assessment are recent initiatives and they have not had sufficient time to prove completely effective. However, although teachers know their pupils well this information is used inconsistently. For example, little use is made of this information in the reports to parents on pupils' attainment and progress. Pupils with special educational needs receive inconsistent support. Although those with Statements of Special Educational Need are supported well, those receiving support only from the school are not cared for well.
49. Adults working in the school apply the agreed behaviour policy evenly and consistently. However the policy is currently under review to include more specific reference to the procedures for eliminating oppressive behaviour. There are few incidents of bullying but any reported are dealt with promptly and effectively by the staff. Parents are aware of school rules through the home/school agreement that is well supported by them.
50. The school monitors attendance regularly and registers are called at the beginning of every session. The education welfare officer visits the school monthly and is always available if there is a concern with attendance or punctuality. Parents are aware of their responsibility to inform the school of the reason for any absence.
51. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. The headteacher is the named member of staff with responsibility for child protection issues. Appropriate training is regularly undertaken.
52. Pupils' health, safety and general well being are effectively looked after. Lessons on sex education and drug awareness form part of the school's personal, social and health education programme that is well supported by the school's links with the police and school nurse. Two members of staff have first-aid certificates. The school has appropriately sited and well stocked first-aid boxes and maintains an accident book for recording incidents. Parents are informed of accidents involving their children and of any treatment given. The governors have approved a comprehensive health and safety policy. Regular risk assessments are undertaken and acted upon.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. The school continues to have strong links with parents. The vast majority of parents indicate they are pleased with what the school provides and achieves. The school is held in high regard by most parents and the community it serves. Much useful information is provided for parents the majority of whom are happy with the information they receive in weekly



newsletters and at parents' meetings held each term. The school prospectus is detailed containing useful information on the topics to be covered each term by each year group. The majority of parents feel that they are given a clear picture of what is happening in the school and how their children are progressing. However a significant minority of parents in reply to the questionnaire felt they were given insufficient information on how their children were getting on. The findings of the inspection support this view, as pupils' annual progress reports are inconsistent and do not always show what pupils know and can do although all contain targets for further development. The parents of pupils with special educational needs are not invited to the regular reviews of their children's progress or asked to agree and sign their children's individual education plans.

54. Parental involvement in their children's learning is good. Parents and helpers feel welcome in the school and readily volunteer to assist in classes, in the library, with extra-curricular activities and on educational visits. This help is much appreciated by teachers. The school has a homework policy based on government guidelines and the majority of parents are happy with the amount of homework their children receive. However a minority of parents in reply to the questionnaire and of those attending the meeting held for parents felt homework was inconsistent. The findings of the inspection support this view and note that parents have not received a copy of the homework policy for their information although the policy is available for perusal in the school.
55. The Friends Association is open to all and is active in organising fund-raising and social events such as the recently held sheep dog trials. Good support for these occasions is received from parents, friends, the church and the local community enabling considerable amounts of money to be raised to assist with school resources.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. Overall the management of the school is satisfactory with more strengths than weaknesses. However there are a number of key areas for improvement.
57. The headteacher has a satisfactory educational vision and provides appropriate leadership. A senior management team exists to support the headteacher, but at the time of this inspection the senior management team, which includes the headteacher, did not have a sufficiently clear, shared vision of how best to bring about school improvement. They are aware of this and are beginning to plan how best to work together as a team and draw upon the many strengths of the key subject managers. A minor area for improvement is for this team, led by the headteacher to communicate more clearly with the talented teaching staff through effective dialogue, in order to enable the whole school to work as a team. The physical layout of the school with a stream passing between the two sites creates a psychological barrier to a whole-school approach that the senior management team must work hard to overcome.
58. The governing body is knowledgeable and effective. The minutes of meetings show that they plan well and base their decisions upon the identified needs of the school. Budgets are well constructed and monitored carefully with governors taking care to ensure best value. As a result of the careful budget management and good quality bidding for grants, the governors have been able to make significant improvements to the accommodation and site over the last few years. These improvements have enabled the school to move to 14 classes with two classes per year group. The governors have as priorities, avoiding mixed age classes and keeping class sizes as low as possible. The chair of governors provides good leadership and

meets regularly with the headteacher to discuss the management of the school. The school development plan, approved by the governors, is an effective tool for bringing about school improvement.

59. The management of special educational needs is unsatisfactory. The coordinator has little time each week to fulfil her responsibilities and consequently she does not have a sufficiently clear overview of either procedures or the quality of provision. The governors have not exercised sufficient oversight in this area. A new special educational needs governor has been appointed and is aware that this is a key area for improvement.
60. The management of most subject areas is satisfactory with some subject managers particularly effective. Areas of strength are English, mathematics, history, information technology and design and technology. In all areas there are significant strengths but these are not brought together well to provide a clear shared vision of the priorities of the whole school.
61. Overall the provision for literacy and numeracy are effectively managed. The literacy co-ordinator is relatively new to the post and has used a number of strategies well to identify the strengths and weaknesses in this area and what needs to be achieved to raise standards. She is aware of the good effect that the setting at Year 6 is having on attainment and would like to extend this to the rest of the school. This view is shared with the capable numeracy coordinator who has undertaken detailed analysis of the national assessments to identify the areas that are weaknesses to be addressed. However, the plans of both coordinators to extend the setting in their subjects are thwarted by the demands of the timetable that limits opportunities as a result of the differing times at which activities take place and the minor disruption caused by the timing of breaks and collective worship.
62. This management of time and timetabling has negative effect upon the curriculum offered. One of the inhibiting factors is the way that the day is broken up at Key Stage 2. Indeed, at a time when many schools are doing away with afternoon breaks at Key Stage 2 to provide more flexibility in the timetable it is worthy of note that this school introduced an afternoon break for Key Stage 2 last year where previously none existed. The management of time and the way in which the curriculum is organised to provide equality of access to all pupils is a key area for improvement.
63. The management of information technology is effective. The subject manager has a clear understanding of what needs to be done to raise standards of attainment and has a clear development plan for the use of the new equipment provided under the National Grid for Learning initiative. Although design and technology does not feature on the school development plan in the near future, the subject manager has a clear and effective subject development to put into action at the appropriate time.
64. Staffing levels are generally satisfactory. Staff are appropriately qualified and most are satisfactorily deployed in relation to their responsibilities. When the school was last inspected the absence of job descriptions became a key issue for attention. This has partly been addressed. All staff, apart from midday supervisors, now have job descriptions, some having had further revision to meet current responsibilities.
65. There are sufficient teachers to provide for two classes per year group. This organisational pattern remains a priority of the governors. Sufficient staff are provided through external funding to meet the requirements of pupils with special educational needs. There is a wide range of visiting specialists to support the teaching of pupils in specialist areas such as musical

instrument tuition. The governors are using the school budget to support teachers, such as those in the reception year, by providing classroom assistants. This allows greater opportunity for pupils to benefit from individual attention. The number of hours provided for clerical assistance is below the average for this size of school.

66. Newly appointed staff are provided with a satisfactory induction programme and they are linked to an experienced colleague as their mentor. The appraisal system has been maintained and the school is on track to implement the new performance management arrangements. The staff handbook is helpful in its guidance to the day-to-day operation of the school. There is, however, no equivalent guidance for mid-day supervisors.
67. Priorities for staff in-service training are identified each year with the school development planning process. Mid-day supervisors would welcome training to support their work. All teaching staff have been suitably trained in literacy and numeracy and this year are receiving information and communication technology training through the local technical high school.
68. The quality and quantity of learning resources have been improved since the last inspection and now make a positive contribution overall to the standards that pupils achieve. Overall learning resources are satisfactory, they have been reorganised throughout the school and are now appropriately stored and readily accessible to staff and pupils.
69. The accommodation is adequate for the delivery of the National Curriculum. Whilst the overall floor space is sufficient some individual teaching areas are cramped. The school has given some thought to the use of its accommodation in the light of criticism in the last inspection report and the creation of three extra classrooms and the junior library have satisfactorily addressed these concerns.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

70. In order to build upon the strengths of the school and improve further the governors, headteacher and staff should:
  - (1) Raise standards in information technology at both key stages by:
    - ensuring that teachers and support assistants receive appropriate training in the use of the new computers available in the school;
    - ensuring that the use of information technology is integrated into the curriculum in a manner that allows pupils to develop skills in a systematic manner;
    - monitoring the quality of teaching and learning rigorously and systematically using the information to guide planning more effectively.
  - (2) Improve the provision for pupils with special educational needs by:
    - establishing a clear policy approved by the governors that ensures that statutory requirements are met;
    - reviewing the ways in which support is provided for pupils on early stages on the Code of Practice in order that all pupils have equality of access to the curriculum;
    - improving the quality of teaching by ensuring that teaching is planned to meet the identified needs of the individual pupils;
    - ensuring that individual education plans are based securely upon the needs of pupils as identified through suitable diagnostic testing;

- developing and implementing a strategy for monitoring and evaluating the quality of teaching and learning in this area and linking this to a clear reporting system that enables governors to ensure that statutory requirements are met.
- (3) Improve the management of the curriculum by:
- extending the good quality work done in subject areas into a whole-school curriculum framework that clearly identifies what will be taught and when throughout a child's time in the school and allows suitable time for each element of the curriculum;
  - involving all teachers in a review of the whole-school timetable and the use of time to ensure that suitable opportunities are available for classes to work together in key areas as in the example set by Year 6 when it is appropriate to do so;
  - developing systems that allow subject managers and the senior staff of the school to check systematically and rigorously the curriculum delivered to each class and year group;
  - ensuring that the senior management team develop a shared vision of the curriculum priorities and that this vision is communicated effectively to all staff.

A number of minor issues that the governors should consider when drawing up their action plan are identified in paragraphs 8, 9, 10, 13, 24, 29, 35, 41, 44, 51, 52, 62, 79, 81, 82, 85, 94, 102, 111, 115, 129 & 137.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	60

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	30	56	5	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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)	0	405
Number of full-time pupils eligible for free school meals	0	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	76
Number of pupils on the school's special educational needs register	0	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	35	60
	[1999]	[21]	[30]	[51]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23 [16]	25 [14]	23 [16]
	Girls	35 [28]	35 [29]	33 [27]
	Total	58 [44]	60 [43]	56 [43]
Percentage of pupils at NC level 2 or above	School	97 [86]	100 [84]	93 [84]
	National	[82]	[83]	[87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24 [17]	23 [17]	24 [13]
	Girls	35 [29]	27 [27]	35 [24]
	Total	59 [46]	50 [44]	59 [37]
Percentage of pupils at NC level 2 or above	School	98 [90]	83 [86]	98 [73]
	National	[82]	[86]	[87]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	25	57
	[1999]	[29]	[23]	[52]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23 [21]	24 [21]	30 [26]
	Girls	20 [19]	21 [16]	23 [20]
	Total	43 [40]	45 [37]	53 [46]
Percentage of pupils at NC level 4 or above	School	76 [77]	79 [71]	93 [88]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21 [18]	25 [19]	28 [24]
	Girls	21 [19]	19 [17]	21 [22]
	Total	42 [37]	44 [36]	49 [46]
Percentage of pupils	School	74 [71]	77 [69]	86 [88]

at NC level 4 or above	National	[68]	[69]	[75]
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*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	8
Bangladeshi	0
Chinese	1
White	346
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.7
Number of pupils per qualified teacher	25.9
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	74

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000
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	£
Total income	650,028
Total expenditure	647,030
Expenditure per pupil	1,597
Balance brought forward from previous year	17,373
Balance carried forward to next year	20,371



## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	406
Number of questionnaires returned	178

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	1	1
My child is making good progress in school.	39	49	7	0	4
Behaviour in the school is good.	48	37	5	1	9
My child gets the right amount of work to do at home.	21	52	16	4	7
The teaching is good.	39	48	6	2	5
I am kept well informed about how my child is getting on.	29	42	22	3	4
I would feel comfortable about approaching the school with questions or a problem.	52	38	6	2	2
The school expects my child to work hard and achieve his or her best.	52	41	4	0	3
The school works closely with parents.	25	47	17	3	8
The school is well led and managed.	34	44	9	6	6
The school is helping my child become mature and responsible.	39	49	5	1	5
The school provides an interesting range of activities outside lessons.	38	40	8	1	12

## **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**

71. Children enter the reception classes in the year in which they will become five. At the time of the inspection all the children were experiencing a full day in school for the first time. Most children have had experience of nursery education. They demonstrate the full range of attainment across the nationally recommended areas of learning. Overall the attainment on entry is not significantly different from that expected of children of this age range. Most of these children are on target to attain the agreed Early Learning Goals and make a successful transition to the work of the National Curriculum by the time they enter Key Stage 1. Inspection evidence from lesson observations indicates that children make at least satisfactory progress and a significant minority makes good progress. Children with special educational needs are identified promptly and given sensitive support that enables them to participate in all aspects of the work and to make best progress.

#### **Personal, social and emotional development**

72. Most children in both reception classes demonstrate good personal and social development. The well-organised induction procedures ensure that children enter reception with a good measure of confidence. After only three weeks in school children are happy to work and play along side each other as, for instance, when choosing to play in Kipper's kitchen. Most children cope well with the routines of their class life and are gaining confidence when moving around school. When involved in group-activities children show awareness of the need to take turns and many do so with a minimum of adult support. Most children respond well to the planned opportunities to choose for themselves from a range of activities. They access and explore the resources well and become absorbed in activities for an appropriate time. This was well illustrated by two children enjoying a story tape and three others navigating toy cars around a floor map. Already most children relate well with adults who work with them and have an appropriately developing understanding of social conventions when, for instance, seeking help. Because staff consistently respond positively to their needs, value their ideas and are sensitive to expressions of feelings they have a growing awareness of their own worth and that of others. They enjoy telling each other what they are doing as they work and engage in social chat as they drink their milk. A few children are ready to initiate interaction with other less-familiar people. For example one child invited a visitor to appraise the two lorries he had made and another offered to share, with the visitor, the pleasure of holding her 'baby' and singing her to sleep. In response to the consistent approach used by all staff children are developing an awareness of what is considered acceptable and unacceptable behaviour. The good development in this area is the result of the high priority staff place on ensuring that support for it permeates all activities.

#### **Communication, language and literacy**

73. On entry to Key Stage 1, the attainment of most children is likely to be in line with the agreed Early Learning Goals. Children enjoy whole-class literacy sessions. They listen attentively to stories recognising recurring words and phrases and make relevant responses to questions. For example, after the story of 'The Toy's Party', most children could list the ingredients of the cake. Many children already respond appropriately to organisational instructions, collecting in their correct group for milk or specific learning activities. As they interact with staff children readily talk about their experiences and ideas. They take notice of words new to them and add

them to their personal vocabulary, using them with growing confidence. This was well illustrated in one group preparing ingredients for a cake and in another ‘rough, slippery and bumpy’ were used to describe objects in a ‘feely bag’. The consistent provision of opportunities to extend and reinforce vocabulary throughout the daily activities makes a major contribution to the progress pupils make. Most children handle books appropriately, turning pages from left to right. By scanning the pictures they interpret the content. They are aware that print, in any context, carries meaning and are beginning to memorise words that frequently occur. Many are developing an understanding that individual letter shapes represent sounds and some recognise those that occur in their name. Most children use pictures to record their ideas and a significant majority experiment with marks and letter-like shapes when working at the writing table. Higher attaining children manipulate pencils effectively and make good attempts when naming their activity sheets.

### **Mathematical development**

74. In mathematics children’s attainment overall is broadly in line with the expectations for children of this age and likely to be inline with the agreed Early Learning Goals for this area by the time they enter Key Stage 1. All children enjoy whole-class sessions developing counting skills. They join in reciting numbers with great enthusiasm. Most successfully recite the sequence of numbers to ten and a significant minority counts to 20. When playing a game where the teacher miscounts, some children already recognise a number is missing from the sequence. Most children count objects reliably to five and are beginning to record the outcome using pictures or arbitrary ‘tally’ marks. Higher attaining children count objects to ten and are eager to record outcomes using numerals. These children successfully recognise numerals at least to five and make a set of fish to match. The exploration of two and three-dimensional shapes is fostered well through construction and creative activities. Children develop an appropriate range of mathematical vocabulary and understanding of measures of weight, length and capacity through a structured range of purposeful activities such as those involving water, dry and wet sand and construction equipment. Much of the progress made in this area is related to the provision of a good balance of self-chosen and directed practical activities.

### **Knowledge and understanding of the world**

75. At this early stage most children are attaining broadly in line with what is expected of children of this age range and are likely to attain the Early Learning Goals identified for this area by the end of the key stage. For example most children observe changes in the weather and follow the seasons. On a walk in the school grounds a group of children are encouraged to identify similarities and difference in what they see and touch and talk confidently about the differences in texture noted when touching walls trees and plants. Children enjoy exploring a ‘feely bag’ and with appropriate support attempt to describe the sensations well enough for others to guess the name of the object. Opportunities to bake provide a range of experiences through which children recognise that combining ingredients and applying heat to the mixture changes the state of materials. Most children use small world toys and construction equipment well to show what they know about the world. Children use computer equipment with a good measure of confidence. For instance when using a mouse to navigate through a program, ‘PB Bears Party’ a child explained that the mouse “Makes the little thing jump about and toys come out of the box.”

### **Physical development**

76. By the time they enter Key Stage 1 children’s attainment is likely to be in line with the Early Learning Goals for this area. Through daily opportunities to use pencils, scissors and manage

small construction equipment children's fine motor skills are not significantly different for what might be expected of children of this age. Most of them move within the classroom with an appropriate awareness of their space and others in it and are beginning to gain confidence when in the larger area of the hall. There is insufficient evidence to make an overall judgement on children's ability to use large wheeled toys or large playground equipment this early in the term. However the absence of a designated secure outdoor area appropriately equipped to provide frequent opportunities for vigorous, and imaginative play limits opportunities for the children to make progress in this area.

### **Creative development**

77. The creative development of most children is in line with what might be expected of children of this age. They sing rhymes from memory and do so with appropriate pitch. They eagerly explore the range of sounds that can be produced using non-tuned instruments. They use a range of media to express their ideas enjoying, for instance, the sensation of applying thick paint in sweeping shapes, mixing colours to see what happens and choosing materials of different textures to develop a collage. A suitable range of opportunities are provided for children to engage in role play and they enjoy taking on and sustaining a role, often becoming absorbed in it for some time. However at this stage the activity is still an individual activity and in observed sessions there were no instances of negotiating to develop a group activity.

### **The quality of education provided**

78. Overall the management of provision for children in this key stage is satisfactory. The current policy ensures that children have a suitably broad and balanced curriculum and the schemes of work are designed to support the systematic development of knowledge, skills and understanding. The revision of both policy and schemes of work in the light of guidance published in May last year is at an early stage of development. This makes a major contribution to the quality of learning. Suitable assessment procedures are in place for the assessment of children at the time of entry and to track progress. They are comprehensive and used effectively to inform planning at all levels. However the practice of carrying out published baseline<sup>3</sup> assessment tests early in the induction period has a limiting effect on the outcomes for those children who have not fully adjusted to a new environment and the demands of full-time education. Overall accommodation and resources are good. The recently completed refurbishment of the two reception rooms provides an attractive and stimulating learning environment. However the absence of a secure and appropriately resourced outdoor area for vigorous and imaginative play has a limiting effect on the progress of some less-mature children. The co-ordinator has identified this as an area for development.

### **ENGLISH**

79. Inspection evidence indicates that, overall, pupils' attainment in English at both Year 2 and Year 6 is currently on target to be in line with national averages by the end of the key stages. Pupils make satisfactory progress as they move through the school. This broadly reflects the findings of the previous inspection.
80. At the end of Key Stage 1 the results of 1999 national tests indicated that standards in reading were above average when compared with all schools and with those of a similar context.

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<sup>3</sup> Baseline assessments are those carried out early in a child's education to determine the starting point against which progress can be measured and to identify the strengths and weakness in a child's early understanding to enable teaching to be more closely focussed upon the needs of the child.

Standards in writing were not significantly different from the national average when compared with all schools and below average when compared with schools of a similar context. Although national comparisons are not yet available, the results of 2000 national tests for seven year olds indicate attainment in both reading and writing to have improved. 1999 national test results for pupils at the end of Key Stage 2 indicated a similar picture to inspection findings. Although those for 2000 cannot be compared with national averages they showed improvement in the proportion of pupils reading at or above the expected level for this age but no improvement in writing. The discrepancies between test results and inspection judgements are likely to be related to the broader base of evidence used in the inspection and the variations in the proportion of pupils presenting with some degree of learning difficulty from year to year. For example the current Year 2 cohort has eight per cent more pupils with special educational needs when compared with the previous cohort.

81. Standards in speaking and listening are average at both key stages. Pupils enter Key Stage 1 with attainment broadly in line with those expected of children of that age. All pupils make at least satisfactory progress as they move through the school. Throughout the key stage most pupils listen attentively to stories, explanations and instructions so that their responses are apt. For instance after a whole-class activity most pupils promptly disperse to their working groups and settle to the task in hand. Year 1 pupils are introduced to specific vocabulary associated with all areas of the curriculum and because they are consistently encouraged, they use it when talking about their ideas and quickly gain confidence. By the end of the key stage pupils are more able to ask relevant questions to clarify their understanding and more confidently add appropriate detail when explaining their ideas. However few pupils show an awareness of the need to hold the attention of the listener by, for instance, adjusting tone, volume and speed. As pupils move through Key Stage 2 most maintain good listening habits and continue to acquire and use more sophisticated subject-specific vocabulary. By the end of the key stage pupils show an increasing understanding of conventions associated with standard and non-standard English and when it is appropriate to use them. When sharing their views they are beginning to listen to the views of others, raising questions and so developing their thinking further. The progress pupils make owes much to the value teachers consistently place on pupils' oral contributions and to the emphasis placed on extending pupils' working vocabulary. However the development of speaking for different purposes to a range of audiences is insufficiently structured and opportunities to support progress are often overlooked. This has a limiting impact on progress.
82. Inspection evidence from talking with pupils, listening to them read and studying records of assessment indicate that the overall attainment in reading at Year 2 and Year 6 is on target to be broadly average by the end of each key stage. Except where pupils have an identified learning difficulty they enter Key Stage 1 with an appropriate range of early reading skills and a few attain beyond what might be expected. All pupils make satisfactory progress as they move through the school. Year 1 pupils increase the range of words they can recognise on sight. They know single letter sounds and look and listen for rhyming strings. They use these and clues to be found in pictures to establish meaning. Year 2 pupils know and use an increasing number of sounds represented by combinations of letters to decode unfamiliar words. They recognise punctuation conventions and use these to support fluency and understanding. Most pupils talk about events and characters in the story and conjecture as to what may happen next. They recognise fiction and non-fiction texts and regularly choose books for themselves from the library. Throughout Key Stage 2 the direct teaching of complex letter strings and irregularities is continued. Most Year 3 pupils have an appropriate range of phonic knowledge and strategies so that their fluency holds the listener's attention. In talking about what they have read, higher attaining pupils show understanding beyond the literal,

making appropriate deductions and inferences. Year 4 pupils identify the characteristics associated with main characters in a story and refer to the text to support their views. Older pupils in the key stage effectively read a range of texts, recognising the genre, themes and main ideas. For example, Year 5 pupils discuss features of 'classic' texts and Year 6 pupils consider the structure of biographical writing. Pupils know about basic library organisation and can use tables of contents and indexes, to locate, retrieve and use information. However opportunities to develop independent information retrieval skills are often overlooked and this has a negative impact on the development of higher order reading skills. The systematic, direct teaching of knowledge and strategies and the opportunities pupils have to talk about what they read with the teacher combined with the support of parents has a significantly positive affect on the progress all pupils make as they move through the school.

83. Inspection evidence indicates that the overall attainment of pupils in writing by the end of each key stage is likely to be broadly average. Most pupils enter Key Stage 1 with writing skills appropriate to pupils of that age and throughout the key stage they make satisfactory progress. In Year 1 pupils' progress in phonic knowledge and the support from copying difficult words enables them to record personal news and topic work. At Year 2 pupils write independently using appropriate structure for a range of purposes such as, an invitation to a celebration and retelling a well-known story. Higher attaining pupils show that they are aware of the need to attract the reader's attention by, for instance, using an unusual opening such as, 'Ring, ring ring...hello...who is it?' They use their increasing phonic knowledge sensibly when attempting to spell polysyllabic words and turn to dictionaries when spelling more difficult words. Most organise their ideas in a suitable sequence of sentences and show awareness of basic punctuation conventions. The progress in handwriting skills is satisfactory in Year 1. Letter shapes are increasingly more clearly formed and spaced. In Year 2 pupils are appropriately introduced to joined script but the development is protracted so that for those pupils whose print script is well established the regular use of joined script is unnecessarily delayed. This has a negative impact on the progress of those pupils. Throughout Key Stage 2 spelling, grammar and punctuation conventions continue to be systematically taught. Often practice exercises are completed with a good measure of success but remembering them in independent work is less secure. Pupils extend their range of formal and informal writing. Through direct teacher intervention pupils become increasingly aware of how established writers use not only the content, but also words and varied sentence structure to interest the reader. The younger pupils in the key stage use direct speech to move their stories forward. Year 4 pupils use short sharp sentences in imaginative work to create effect as in, 'I saw the spider. I gulped and blinked twice.' Older pupils use descriptive detail to set a scene such as, 'I walked home across the fields on a clear December night.' Overall pupils make unsatisfactory progress in handwriting and presentational skills so that a significant minority continues to use print script as their preferred choice when presenting their work.
84. Pupils with special educational needs in Key Stage 1 make broadly satisfactory progress in relation to their individual needs. Teachers use the advice of the National Literacy Strategy appropriately to support the development of phonic knowledge. At Key Stage 2 individual education plans are insufficiently detailed to ensure that support provided in withdrawal groups is suitably targeted to the individual and related to the provision in class. This has a negative impact on the progress these pupils make.
85. Pupils throughout the school have positive attitudes to the work in this subject. Most pupils listen attentively to teachers and each other. They are eager to be involved in whole-class sessions and settle to group tasks responsibly, sustaining attention to tasks for an appropriate time. However few consistently show concern to present their work well.

86. The National Literacy Strategy is used effectively and teachers make appropriate adjustments in order to meet the assessed needs of pupils in their class. Purposeful opportunities are planned to use literacy skills in other areas of the curriculum. Having identified the need to improve the standards in writing the school has wisely provided time over and above the literacy hour to support the development of extended writing. It is too early to judge the impact of this.
87. The quality of teaching in Key Stage 1 is good overall. It is never less than satisfactory and one lesson in seven was judged to be very good. At Key Stage 2 teaching is satisfactory overall with just under half of the lessons judged to be good and two lessons judged to be unsatisfactory and poor respectively. The very high proportion of teaching judged to be satisfactory or better makes a considerable contribution to the quality of pupils' learning. All class teachers use the National Literacy Strategy effectively and lessons have a good balance of whole-class, group and independent activities. They use this organisation to maximise opportunities for direct teaching of skills and knowledge and to encourage pupils to express their ideas. Where teaching is good planning builds on pupils' prior learning and identifies exactly what the pupils will know, understand and be able to do by the end of the lesson. Learning objectives are shared with the pupils so that they are clear about what they must do and how the lesson will progress. Learning activities are purposeful and are devised to suitably challenge all pupils. These strategies support pupils' active involvement in learning. Weaknesses occur where the range of management strategies is limited or not consistently used so that pupils are not clear about the teachers' expectations or the ground rules in which they can operate. Where planning is not based on detailed assessment learning objectives and learning activities do not appropriately challenge all pupils and this has a significantly negative impact on the quality of learning.
88. A project to improve writing is currently underdevelopment. The current policy ensures that all the required aspects of English are taught. The National Literacy Strategy is appropriately used as the core scheme of work. The guidance related to speaking and handwriting skills is not sufficiently detailed to ensure the systematic development of the knowledge, understanding and skills associated with each. Procedures are in place to assess pupils' attainment and track progress and these are used effectively to inform planning, set school's targets and identify pupils who have some degree of learning difficulty. However in assessing writing in relation to National Curriculum descriptors teachers do not have a collection of samples of moderated work to support detailed assessment on which pupils' personal targets can be devised. Available funding has been used well to improve resources.

## **MATHEMATICS**

89. In the 2000 end of Key Stage 1 National Curriculum tests the proportion of pupils who reached the nationally expected standard of Level 2 and above was close to the national average. The proportion reaching the higher Level 3 was below the national average. In the 2000 end of Key Stage 2 National Curriculum tests the percentage of pupils who achieved the expected standard of Level 4 and the higher Level 5 was above the national average. Over the last four years the improvement in mathematics standards has been broadly in line with the national trend. These figures represent an improvement from the figures for 1999.
90. Inspection findings show that for this present cohort of pupils at Key Stage 1 and Key Stage 2 a significant proportion of them are below the national average at this stage but the pace of learning in Years 2 and 6 is good and both groups are on track to achieve average standards

by the end of the year. This evidence broadly supports the targets that the school has set. From lessons observed and from discussions and the analysis of pupils' work indications are that learning in the areas seen is satisfactory at both Key Stage 1 and Key Stage 2. Pupils with special educational needs make satisfactory progress towards meeting the learning targets set in lessons. Work presented to them is generally well matched to their abilities and previous experience. Assistance and encouragement are given by class teachers and support staff. However most individual education plans do not contain details of the small, specific targets necessary to ensure continuity of learning and the practice of withdrawing pupils from numeracy lessons for additional language tuition has a negative impact upon their learning in mathematics.

91. Attainment in the mental and oral aspects of mathematics through the numeracy strategy is good, and is having a positive impact on raising standards. Good procedures are in place to track each pupil's attainment and progress throughout the school. The school has focused on raising attainment in this subject and the concentration on number and algebra has raised standards considerably. However standards in other aspects of mathematics are not as high. There is some use of mathematics across the curriculum including the presentation of time lines and dates in history and the recording of observations in science. However inspection evidence indicates that at both key stages the practice of using and applying mathematics is restricted. Although more data handling and problem solving is carried out at Key Stage 2, this aspect of mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum and at the same time develop literacy skills is limited. The school recognises this weakness and plans have already been drawn up to provide greater opportunity for the practical application of mathematical skills.
92. In Year 1 most pupils are secure in ordering numbers to 20. The majority of pupils can count forwards and backwards to ten and many are confident with numbers up to 100. They understand the terms more and less, and in Year 2 many pupils confidently add two numbers by holding the greatest and counting on. In mental and oral practice activities many pupils use confidently number bonds to ten and can add and subtract three digit numbers. Most pupils understand the difference between odd and even numbers. That all odd numbers end in one, three, five, seven, nine and that 'they do not make pairs.' The more able pupils are confident when counting on in twos, fives and tens. When using a number board many pupils can place accurately numbers to 100. They understand 'more than' and 'less than', can use 'before' and 'after' to make simple addition and subtraction calculations. In conversation Year 2 pupils show that they can name correctly three-digit numbers and use their understanding of partition and place value to separate the numbers into hundreds, tens and units. From analysis of pupils' work most understand how money is used and can make accurate calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two-dimensional shapes and can sort and name them by their attributes; for example rectangle, hexagon and pentagon. Many pupils have some understanding of symmetry, they know that mirror-type images are referred to as reflective symmetry. They are beginning to measure more accurately, although there is limited opportunity to develop skills in measuring mass and capacity.
93. In Key Stage 2 pupils build upon the knowledge and understanding gained earlier. By following the National Numeracy Strategy pupils are systematically developing their skills in multiplication, division, addition and subtraction. Year 3 pupils relate subtraction to every day situations and solve problems which use terms such as loss, minus and penalty in a games context. Year 4 pupils calculate the area of irregular shapes and can recognise patterns in number sequences; for example - [55] "I place it below 45 because it is ten more" – 'All the



digits remain the same but the tens increase by one.' More able pupils understand area and perimeter and calculate the areas of regular and irregular shapes in square centimetres. They understand long multiplication and division. Year 5 pupils are introduced to and become competent in understanding and reducing equivalent fractions. Year 6 pupils recognise the mode, median and mean of a set of numbers in preparation for mathematical investigations. Pupils are encouraged to give oral explanations of the data making good use of their literacy skills. Lower attaining pupils can add, subtract and multiply in tens and units. The use of information technology to support and extend mathematical and numeracy skills learning in mathematics is being targeted in the whole-school focus on information and computer technology, but at present this aspect is underdeveloped. Mental arithmetic skills are developing well with practice and many pupils are able to make quite complicated calculations with considerable speed and precision. As when Year 6 pupils use and explain strategies for subtraction of three digit numbers, and use their knowledge of numerators and denominators to calculate fractions of numbers.

94. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is satisfactory overall. In whole-class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate well on the tasks set for them, and they work well together. Relationships between pupils and their teachers are good overall and this has a positive impact upon the effectiveness of teaching.
95. The quality of teaching is satisfactory overall. In the lessons seen the teaching was satisfactory or better in all but one lesson. Teaching was good in 30 per cent of lessons. Where teaching is good the lessons are thoughtfully planned, lesson plans contain clear learning intentions based upon the National Numeracy Strategy curriculum and provide effectively for the differing needs of pupils. The objectives are made clear to the pupils who consequently can appreciate their own learning. Teachers' knowledge of the National Numeracy Strategy is good, and most show confidence in their teaching. Teaching methods are satisfactory overall with an appropriate balance between pupil activity and direct teaching. Most lessons are well organised, interesting and proceed at a brisk pace. The National Numeracy Strategy has been effectively implemented and the dynamic mental and oral mathematics sections are an outstanding feature of all lessons. Pupils engage in the activities with obvious enthusiasm and enjoyment and teachers make the most of these sessions to provide opportunities for the practice and consolidation of skills. Time and resources are used effectively and homework is used to support learning. The effective use of questioning to focus attention and aid understanding and the constructive use of praise to motivate pupils are regular features of the good teaching. Teachers manage their classes well and generally have appropriate expectations, although extension activities for higher and lower attaining pupils are not always included in their planning. Whilst there are many instances of good oral feedback being observed, the analysis of pupils' work indicates that much marking, though regularly undertaken, consists mainly of ticks and crosses and there is little evidence of constructive or helpful comments aimed at improving understanding or extending learning.
96. The leadership of mathematics is very good. The committed and enthusiastic co-ordinator is unusually well qualified and his understanding and competence in the teaching and management of mathematics provides a good role model for other staff. Standards have risen clearly since the effective introduction of the National Numeracy Strategy. The current assessment procedures and targeting initiatives are comprehensive and have had a positive impact upon standards in mathematics particularly in increasing the number of pupils gaining the higher Level 5 in national tests. The current scheme of work for mathematics based upon

the National Numeracy Strategy supported with the Qualifications and Curriculum Authority Scheme and some commercial materials provides for comprehensive long and medium-term planning. The school's action plan includes the compilation of a portfolio of pupils' work in mathematics. However, as yet there are no examples of pupils' work clearly moderated and annotated against national criteria to sufficiently inform teachers of the standards required at the end of each year. The co-ordinator has completed a detailed analysis of recent and past test results in mathematics and the establishment of a pupil performance database will provide valuable information for future planning.

## SCIENCE

97. In the 2000 statutory Key Stage 1 teacher assessments almost all pupils attained the national average. This is better than the previous year where standards were reported as below average. No pupils were assessed as attaining the higher level (Level 3). Results in the Key Stage 2 tests continue to reflect the improvements in standards achieved nationally in science. However the test results of 11 year olds are much better this year at the higher level (Level 5) where the percentage of pupils has exceeded that found nationally.
98. This inspection has shown that by the end of Key Stage 1 the attainment of pupils is expected to be in line with the national average. By the end of Key Stage 2 the attainment of pupils is expected to be above the national average. The continuing improvement in raising standards in science can be traced to good subject teaching, especially towards the end of Key Stage 2.
99. By the age of seven most pupils can name the parts of the body using terms such as waist, ankle and stomach. They have collected and compared data recording the colour of their eyes and the size of their feet. They know that a healthy lifestyle can be traced to diet and exercise. Pupils have studied the surfaces of a wide range of materials, they have learned how to make a simple electric circuit and they have carried out experiments on pushing and pulling.
100. These scientific experiences are consolidated and extended during Key Stage 2. As pupils acquire the skills of making more accurate measurements, the lessons are planned to make greater demands on their scientific knowledge and understanding. By the age of 11 most pupils have acquired a wide range of scientific vocabulary and the ability to plan, conduct and record experiments confidently. They have learned about chemical change when heating chocolate with a candle and by mixing bicarbonate of soda and vinegar to produce an effervescent mixture. Higher attaining pupils found that sometimes changes are reversible such as the melted chocolate returning to its solid form when cooled. Most pupils know that in order to secure accurate and valuable data they must ensure that they conduct a fair test. Most pupils can set down the scientific method they intend to use, make predictions of the outcomes, record their results and draw conclusions.
101. Taking account of prior attainment, most pupils make satisfactory gains in learning at Key Stage 1 and good gains in learning at Key Stage 2. Pupils in Key Stage 1 achieve at the rate expected of most pupils of their age and those with special educational needs made sound progress. One pupil with English as a second language has made similar progress to others in the same year group. Key Stage 1 pupils are set tasks in which they are required to observe and classify and record. Their past work indicates that they achieve this competently using their mathematical skills of measurement gained through work in numeracy to help them progress satisfactorily in science. Year 2 pupils studied energy and carbohydrates when they examined and discussed a collection of basic foods, including bread, potatoes and cereal.

They were able to relate their new learning about the ingredients of foods to the energy they would need in order to work hard in a physical education lesson later the same day.

102. These satisfactory gains in knowledge and understanding continue into Key Stage 2 where pupils' achievements in scientific skills and understanding become more noticeable. This is particularly true of older pupils whose achievements in science are higher than would be expected normally. For example, by year 5 pupils have been taught how to ensure precision in their scientific diagrams and charts. They have learnt the importance of accurate measurement both in setting up experiments and in conducting them fairly. For example, pupils have studied the filtration of water through sand, garden soil and compost producing very clear diagrammatic and accurate reports of their work and the conclusions they reached. Pupils with special educational needs make satisfactory progress. Inspection of the work of pupils with Statements of Special Educational Need shows that, although these pupils have acquired a more limited scientific vocabulary and their science work shows more limited presentation skills, such as in labelling, they nevertheless make satisfactory progress given their prior attainment.
103. The quality of teaching at Key Stage 1 is satisfactory. Teaching has improved since the last inspection at Key Stage 2 and it now ranges from very good to satisfactory; mostly it is good. None of the science teaching was judged to be unsatisfactory. The most successful teaching is found in Years 5 and 6.
104. All teachers have a secure knowledge of the science they are teaching and all provide a wide range of activities including practical experimental work. However, the planning of work is restricted to lesson objectives, which are clearly stated and the activities that pupils will follow. Insufficient attention is given to planning work to meet the needs of pupils of all levels of attainment and how their progress might be assessed. Most lessons get off to a good start with a strong input of science teaching to the whole class. In a lesson for pupils in Year 1 the teacher used her voice skilfully when asking questions to draw out the knowledge of young pupils in a lesson about growing up. The management of pupils in science lessons is good at both key stages. Teachers are competent in ensuring a smooth transfer from discussions into practical work and time is used efficiently. In a successful session on the topic of teeth three components of teaching were successfully blended into one lesson. First, pupils had a lively discussion on the importance of teeth, then they learned and recorded the medical names of important teeth and finally they checked the experiment they had set up two weeks earlier on how egg shells were being affected by being immersed in coffee, water or cola. Pupils enjoy these opportunities to carry out experiments and in the best lessons teachers capitalise on their enthusiasm. Teachers' high expectations of what pupils might achieve are most noticeable in the lessons of the older pupils. The teacher of a class of Year 6 pupils taught a lesson on shadows at a brisk pace, involved the pupils in teamwork when planning the experiment and stretched pupils' understanding as they prepared and executed an experiment to meet the key scientific questions they faced. The use of assessment in lessons is variable. Some teachers reflect on what pupils have learned, note their progress in gaining skills and interrupt to make key points. In a lesson for pupils in Year 5 the teacher assessed that pupils were giving insufficient attention to accuracy in drawing a scientific graph. A key teaching point was made in order to raise standards. In many lessons, however, insufficient use is made of assessing how pupils are progressing in the lesson to help plan what they are next to do in the following session. Few opportunities are taken through the marking of work to guide pupils as to how they might improve their learning or improve their skills.
105. Pupils' attitudes and behaviour during lessons ranges from very good to satisfactory; mostly they are good. Most pupils are eager to start their science lessons and they listen carefully as

work is explained to them. Most want to contribute to discussions and willingly provide their points of view. Most pupils concentrate well and are keen to work together. A lesson for Year 6 pupils provided an excellent opportunity for them to develop teamwork and to extend their skills of speaking and listening through purposeful discussion when planning an experiment and selecting the resources.

106. All aspects of science are taught at both key stages and statutory requirements are met. During the inspection, however, one pupil with a Statement of Special Educational Needs did not take part in a science lesson because he was withdrawn for extra English work. This is unsatisfactory. There is a good balance between the times allocated to each aspect of the science programme with experiments and investigations being central to most of the work. This is much better than when the school was last inspected and confirms that the school has tackled successfully a former key issue. The many opportunities provided for pupils to work together on experiments helps promote social development and the attention given by teachers to promoting safety and acting responsibly when using equipment contributes to pupils' moral development. A good start has been made in implementing the requirements of the National Curriculum 2000. However assessment is not as well established in this subject as it is in other core subjects because there is not a whole-school approach to keeping records of pupils' progress. End of theme tests are carried out in the classes of older pupils and the school is aware of this weakness and intends to address it in the near future.
107. The leadership of the subject has strengths and weaknesses but overall it is satisfactory. A full analysis of the performance of pupils in national tests has been produced by the teacher of Year 6. The science co-ordinator has worked with this teacher to target aspects of science teaching. This has helped potentially higher attaining pupils do better and as a result test performance at Level 5 has improved. Although time has been made available recently for the co-ordinator to scrutinise pupils' work this has not yet led to a structured review of how pupils are learning or resulting implications for teaching. The coordinator realises that the absence of monitoring of teaching remains a matter for attention. Science is identified as a subject priority on the school development plan for 2001 to 2002. A revised draft policy has been prepared with associated in-service training planned for later this academic year. The provision of resources for learning continues to be good; they are used well and make apposite contribution to raising standards. Useful links have been made with a nearby major supermarket and this gives Year 3 pupils a meaningful context when studying the theme of healthy eating. The school makes good use of the school grounds to collect and observe specimens and to promote their understanding of conservation.

## **ART AND DESIGN**

108. At the end of both key stages, pupils attain standards that are in line with those expected of their age group. Pupils achieve satisfactorily and make sound progress in relation to what is expected of pupils of their age. These outcomes are similar to those in the last report.
109. Pupils in Key Stage 1 investigate the environment around them by focusing through a viewfinder and drawing, in detail, what they see. In another class pupils build on previous experience to create a collage using circle shapes, whilst others use large construction materials to create a three-dimensional sculpture based on shapes studied in mathematics. In both cases the pupils concentrate well using pencils, scissors and glue spreaders appropriately. Pupils are proud of their achievements and keen to share their successes. In Key Stage 2 pupils use their sketch books well to plan, evaluate and improve their designs before they make and decorate card cups and saucers in the style of Clarice Cliff. There is visual evidence of

the pupils' satisfactory progress around the school. Pupils in Year 6 complete pictures by Escher, in Year 4 there are finely detailed paintings of Van Gogh's Sunflowers and in Year 3 paintings and drawings linked to a history topic on the Egyptians. In Key Stage 1 pupils have experience of a wide range of materials.

110. The quality of teaching is at least satisfactory and sometimes good in both key stages. In the most effective lessons teachers set clear objectives; have good subject knowledge; plan progression effectively; have a good relationship with the pupils, and ensure adequate support for pupils with special educational needs. They encourage pupils to use their sketchbooks appropriately and through their marking, motivate the pupils to achieve higher standards. Lessons are less successful where the pace is slow, pupils are left too long without support and guidance and pupils are not sufficiently challenged.
111. The coordinator, who has just returned to the school after a period of absence, has recently revised the art policy and is now consulting staff on the contents. She has a very clear vision for the future development of the subject and checks pupils' sketch books and examines how art supports pupils' learning in other subjects. This year many art displays in Key Stage 1 will focus on science and displays in Key Stage 2 will focus on writing. Excellent links have been made with the local secondary school and an impressive display of its pupils' work is on display in the hall inspiring pupils to greater achievement. She has created strong links with local businesses and pupils' work has been displayed in the local library.
112. Resources are adequate to meet the school's needs and a guide recently distributed to staff by the co-ordinator is a useful document intended to help raise standards still further.

## **DESIGN AND TECHNOLOGY**

113. It was not possible to observe any lessons in design and technology during the inspection due to the timetabling. Examination of a limited range of pupils' previous work, photographs albums and discussions with pupils indicates that pupils have a suitable experience. The coordinator is aware of the changes in the new curriculum and is planning well to improve the standards attained over a period of time. Resources are limited. In particular, there is a shortage of complex constructional equipment. The situation is in hand and new equipment is on order.

## **GEOGRAPHY**

114. Standards of attainment and the rate of progress are satisfactory at both key stages. In Key Stage 1 pupils study the immediate environment of the school and understand the concept of a plan through studying the local environment. They study the weather and different forms of transport. In Key Stage 2 pupils undertake a local study including taking a traffic census and interpreting the results. They study maps of the world and the United Kingdom. Contrasting environments are studied, that is, Clitheroe and Gulu in Uganda and this aspect of the curriculum is well resourced.
115. In a Key Stage 1 class pupils find out about transport. The teacher uses a familiar story 'The Isle of Struay', used in Literacy lessons, and skilfully encourages the pupils to identify various forms of transport. The pupils are enthusiastic and clearly enjoy the experience, developing positive attitudes. In Key Stage 2 pupils identify the three longest rivers of the world and then locate and draw the main English rivers on a map of the United Kingdom. Through question and answer they demonstrate a good knowledge of the continents and main countries of the world and the vocabulary associated with a study of rivers.

116. Pupils use an appropriate computer program to reinforce knowledge of the various stages of a river. Other pupils could explain, quite well, the operation of the water cycle taught two weeks previously.
117. The quality of teaching is mostly satisfactory and sometimes good. Good teaching is characterised by carefully planned and supported programmes of work for pupils with special educational needs. Also, when older more able pupils are encouraged to work independently and apply their research skills, they are more highly motivated and inclined to succeed as is the case in one class studying rivers. Teaching is less successful when it is too directed and repetitive, which limits pupils' attainment and progress.
118. The co-ordinator has reviewed the policy document and amended the scheme of work in the light of recent advice. This is intended to help ensure improved continuity and progression both within and across the key stages. Resources are generally adequate to meet the needs of the curriculum. Monitoring of teaching and the regular monitoring of books is at a very early stage of development but, that already undertaken, has proved useful to the co-ordinator in establishing priorities this year.

## **HISTORY**

119. As a consequence of the cyclical nature of the curriculum it was not possible to observe pupils taking lessons in Key Stage 1. Therefore judgements have been made on the analysis of pupils' past work, teachers' planning, displays and discussion with pupils.
120. Standards are good in both key stages, an improvement since the last inspection. Pupils make good progress, including those with special educational need when they receive adequate support. Pupils develop a good chronological framework with timelines displayed in many classrooms. In Key Stage 1 pupils learn that the past is different from the present by studying, for example, castles. Pupils, with parental support, visit Clitheroe Castle – a local resource - and undertake a mediaeval re-enactment. Grandparents are encouraged to visit and talk about the recent past. Significant men and women are studied such as Florence Nightingale, Samuel Pepys and Guy Fawkes and also key events such as the Fire of London. In Key Stage 2 pupils use the Internet very effectively to research aspects of life in ancient Egypt and share the information with others as a class resource. The teachers also make full use of the local library and museum service, for example obtaining a collection of ancient Egyptian artefacts, giving the pupils the opportunity to handle and describe evidence at first hand. Interviews with pupils revealed an enthusiasm for history, many in Key Stage 2 remembering the re-enactment of a Roman battle in which they took part. Also last year's school concert contained some dances and songs related to the 1930s and 1940s which had been studied previously.
121. Displays reflect much of the work undertaken. In one class a good cross-curricular link is made to art when pupils have to complete portraits of Henry VIII's wives. Displays are particularly effective when they contain open questions such as one entitled 'Living In Tudor Times' Interactive displays such as this are encouraging pupils to work out problems such as the length the various monarchs' reigns.
122. The history coordinator is enthusiastic and well informed. The scheme has been revised in the light of the new national requirements and the progression and continuity of provision throughout the school are well monitored. Resources are adequate with the priority this year being the purchase of videos and other secondary sources to act as starting points for teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. The standards observed in information technology are below national expectations at the end of both key stages. This does not represent a drop in standards from the previous report but is a reflection of the fact that although the school has provided considerable additional resources through the National Grid for Learning, these have only just been installed and staff are awaiting the training required to make most effective use of them.
124. Pupils' achievements vary considerably throughout the school and are clearly linked to their previous experience. Those pupils who have access to information technology outside the school are achieving better than those who are only just beginning to use computers. The coordinator is very aware of this and has a clear understanding of what is required to raise standards.
125. During the inspection pupils were observed using the new equipment in only a few of the classes. In Key Stage 1 pupils are starting to become familiar with the use of the keyboard and the mouse as they type messages to each other and print them out. In Key Stage 2 pupils

are beginning to make effective use of computers to support their learning in other subjects. In Year 4 pupils use a word-processor to amend and alter passages of text in order to improve their writing skills. In Years 5 and 6 pupils interrogate CD-Roms and the Internet to research information in religious education, history and geography. However, the use of information technology to support learning in mathematics and science is in an early stage of development.

126. The recently acquired resources ensure that all pupils have access to information technology but the training for the teachers has not yet taken place and this limits the development of the subject. Training is due to start immediately after the inspection and good links have been established with the receiving school, Ribblesdale Technical College to deliver the training and support the school by providing access to equipment such as that used to monitor or control external events.
127. The very clear and detailed plans of the coordinator show how the subject is to be developed over the next few years in order to raise standards of attainment.

## MUSIC

128. Lessons were observed in only one year-group in each key stage. Evidence from these, an assembly and choir practice, indicates that overall attainment is likely to be in line with national expectations by the end of each key stage.
129. Pupils enter the key stage with an appropriate experience of singing rhymes and songs from memory and playing non-tuned instruments. In Year 1 pupils explore the range of sounds that can be produced by non-tuned instruments by changing the action used. They talk about the quality of the sound and which one would best represent the elements in a sound story. They understand that symbols can help them to record their ideas so that they can be repeated. Their understanding of the role of a conductor is developing well. Pupils in Year 4 recognise a variety of rhythmical patterns within a disparate selection of music and are able to repeat them using body percussion and instruments. They are introduced to a range of music including Western European and third-world cultures and many are willing to share their thoughts, for instance, after listening to Rwandan drumming. All pupils enjoy singing. This is well illustrated in assembly and by the eagerness of pupils to be included in the choir. Pupils sing with good articulation and sustain tempo and pitch well.
130. Pupils have good attitudes to music and towards each other and this makes a major contribution to their learning. Pupils handle instruments sensibly and are eager to be included in music making activities such as the choir and recorder groups. Pupils with special educational needs are suitably supported so that they are enabled to make appropriate progress.
131. It is inappropriate to make overall judgements about the quality of teaching in both key stages but in the lessons observed the teaching was judged to be satisfactory overall. Teachers identify clear subject specific objectives for their lessons. Activities are appropriate with opportunities for pupils to explore music for themselves and practise taught skills to improve performance. Weaknesses occur where flexible use of the allocated curriculum time is not made and the pace of the lessons is adversely affected.
132. The management of the subject is satisfactory overall. Since the previous inspection the policy has been revised and a whole-school scheme of work has been developed to support teachers' planning. This provides useful guidance to ensure that opportunities to develop music through other subjects are identified at all levels of planning. However there are inadequate



opportunities for checking the quality of teaching in this area. The involvement in parish events and the tradition of performing for parents enrich the life and work of the school. Resources are adequate but a significant number are well worn.

## **PHYSICAL EDUCATION**

133. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, indoor games, swimming and gymnastics. Not enough lessons were observed at Key Stage 1 to make a secure judgement on teaching, but pupils were observed at play, and before and after school.
134. At the end of both key stages pupils achieve average standards in those aspects of physical education observed. In the previous inspection standards in physical education at Key Stage 2 were judged to be above average. Pupils make expected progress in developing control and co-ordination in travelling, jumping and balancing. Pupils are broadening their experiences of dance activities and they are acquiring competence in a range of games, gymnastics and swimming skills. All pupils make at least satisfactory progress and some make good progress and achieve results that enhance their self-esteem.
135. At the end of Key Stage 1 most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely.
136. At the end of Key Stage 2 pupils move with increasing control, and demonstrate an expected range of passing and catching skills. In simple competitive situations in the playground they show appropriate understanding of attacking and defending techniques in soccer type skills. Year 3 pupils demonstrate average racket and ball skills whilst clearly lacking in experience of hitting practices. Pupils in Year 4 show above average skills in a number of swimming strokes. The school currently supports an effective swimming programme and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils in Year 5 create good quality symmetrical shapes and produce paired movement sequences that are of a better standard than usually seen from pupils of this age. Pupils with special educational needs take a full part in physical education lessons and make sound progress overall.
137. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is usually good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.
138. The quality of the teaching seen in physical education is good in four out of six lessons. Most teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons planning is good and teachers know what they want their pupils to learn, appropriate challenging tasks are set and a brisk pace maintained. In these lessons pupil performance is used well to demonstrate achievement, focus on good practice and to encourage pupils to observe others and refine their own movements. However pupils are not always given the opportunity to comment upon performances and consider how the quality might be improved.

139. The enthusiastic and well-qualified co-ordinator has recently taken on responsibility for Key Stage 1. She has overseen the revision of the physical education policy document to comply with Curriculum 2000, and is currently using the Qualifications and Curriculum Authority Scheme along with a revised Lancashire scheme as a basis for long-term planning. The provision for a good number of extra-curricular activities enhances the physical education curriculum, as does the experience gained by pupils on a multi-activity residential visit. Resources for physical education are satisfactory overall, but there is not enough small games equipment in Key Stage 1 and much of the equipment and apparatus throughout the school is in a worn state and in need of replacement.