

INSPECTION REPORT

HOLY FAMILY R. C. SCHOOL

Boothstown, Worsley.

Wigan LEA

Unique reference number: 106504

Headteacher: Kevin T. Lawman

Reporting inspector: Mrs Pearl White

21547

Dates of inspection: 21st - 24th January 2002

Inspection number: 242999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Kendal Road Boothstown Worsley Manchester
Postcode:	M28 4AG
Telephone number:	0161 790 2123
Fax number:	0161 703 8378
Appropriate authority:	Governing Body
Name of chair of governors:	Michael McDonald
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21547	P White	Registered inspector	Under 5's (foundation Stage) Equal Opportunities Art and Design	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
9173	S McDermott	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11402	T Gorman	Team inspector	English English as an additional language History	
21090	D Manuel	Team inspector	Science Information and Communication Technology	
23977	A Smith	Team inspector	Geography Music	How good are curricular and other opportunities?
11704	P Williman	Team inspector	Mathematics Design and Technology Physical Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Family RC School is situated in Boothstown, a diverse socio-economic area in the south-eastern corner of the Wigan Metropolitan Borough. It has 245 pupils aged from four to eleven years in eight classes. The proportion of pupils with special educational needs and those eligible for free meals is below average. Most pupils on the special needs register have moderate learning difficulties and there are no pupils with statements of special educational needs. The school serves a wider area than the Tyldesley East Ward. Whilst some pupils live in local authority housing, the majority of pupils come from private homes. Almost all have had experience of pre-school experience. Only five children come from homes where English is an additional language. Nearly all the children enter with at least average and sometimes good attainment in all areas of learning except personal and social development when it is sometimes below. A number of pupils, equivalent in number to approximately two per class, join or leave the school at times other than reception class or Year 6. There has been disruption to staffing in the past year, but these problems appear to have been resolved.

HOW GOOD THE SCHOOL IS

This school is very supportive and caring towards its pupils, provides good academic standards overall and effectively enables children to have a good understanding of Christian Catholic values. It provides good value for money. The school is fully committed to inclusion and all pupils are fully involved in all aspects of the school's life. Teachers' good class management skills and implementation of the behaviour policy ensure that children have a very positive attitude to school, behave very well and work hard. These together with the very good relationships, are a strength of the school. Pupils' overall standards and progress in English, mathematics and science are good at the end of both key stages. The school received a 'School's Achievement Award' in 2000 for the raising of standards over the previous four years. Teaching is good overall and particularly good in the infants and in Year 6. The leadership and management of the headteacher, governors and deputy headteacher is satisfactory and the school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of the infants and juniors.
- Standards in reading, writing, mathematics and science are good throughout the infants.
- The school has good procedures for monitoring and promoting good behaviour and, as a result, pupils have very good attitudes to their work. Relationships, personal development and behaviour are very good.
- The provision for personal and social development in the Foundation Stage is very good.
- The personal support pupils receive throughout the whole school is good.
- Attendance is very good.

What could be improved

- Ensure day to day assessments are used consistently to inform planning and to inform pupils what they need to do next.
- Improve the consistency of teaching across year groups in the juniors.
- Consistently plan and provide challenge for the higher attainers in the juniors.
- Improve the provision of clear information to parents on what their children are learning, how they are progressing and giving them information on the curriculum they are studying and improve parental links.
- Provide outdoor facilities and appropriate apparatus for the Foundation Stage of education.

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 September 1997. It is judged to have made satisfactory progress in addressing three of the key issues mentioned in the last report. There is now good provision for

information communication technology. There has been an improvement in provision for design and technology, gymnastics and dance and standards are now satisfactory in both subjects. The national schemes for all subjects have been adopted, together with the National Literacy and Numeracy Strategies and this has contributed to the raising of standards in these subjects. However, the use of day to day assessment and the subsequent, progress made by the higher attaining pupils, the management of the curriculum and the role of co-ordinators have not yet been fully addressed, although the school is aware of these issues. The school has the capacity to continue to improve and raise standards further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	C	D
Mathematics	B	A	C	D
Science	C	A	D	E

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

As a result of the well-structured teaching, all children make satisfactory and sometimes good progress or very good progress in the Foundation Stage and are likely to reach or exceed the early learning goals by the time they enter Year 1.

In 2000 the school gained a 'Schools Achievement Award' for good progress made in the end of Year 6 national tests, over the previous four years. However, trends over time show that in both key stages there was a drop in results last year due to disruption in staffing and in consequence to the children's education. The results of the end of Key Stage 1 national tests and assessments for seven year olds in 2001 showed attainment to be above national average in writing, mathematics and science. Standards in reading, however, were below the national average and well below similar schools. The proportion of pupils attaining the higher level was in line with the national average in mathematics but below in reading and writing. In the juniors attainment in English and mathematics in the end of year tests in 2001 was in line with the national average. The number of pupils achieving the higher Level 5 in mathematics was above the national average. In English and science the proportion that attain Level 5 was below the national average. Attainment in science was below national average and well below standards in similar schools. The school has responded effectively to the disappointing results last year and has taken appropriate action to ensure there has been more specific targeted teaching to meet weaknesses identified in pupils' learning. Standards seen during the week of the inspection show that pupils are achieving well in Year 2 and Year 6 to maintain an above average level of achievement in English, mathematics and science. The school has plans to use the funds available to provide booster classes with more focused teaching for pupils in Year 6. The school is confident they will achieve appropriate targets in English and mathematics in 2002.

Inspection evidence shows attainment in art is satisfactory at the end of the infants and above national expectations at the end of the juniors and pupils make good progress in this subject. Standards in geography are above national expectations at the end of both key stages and this is the same as the last inspection. Since the previous inspection standards have fallen, although they are still satisfactory, in history and music throughout the school. Attainment in the juniors is satisfactory in all other subjects as they were at the time of the last inspection. Pupils make good progress in developing numeracy and literacy skills across the school. Pupils are making satisfactory progress in information technology skills since the recent introduction of the computer suite. Pupils identified as having special needs make similar progress to their peers, as do pupils who speak English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This is a strength of the school and strongly underpins learning.

Behaviour, in and out of classrooms	Very good. Behaviour in classes, in the playground and the public areas is very good.
Personal development and relationships	Very good. Pupils' personal development and relationships are very good and supports their learning.
Attendance	Very good.

TEACHING AND LEARNING

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

The quality of teaching seen during the week of the inspection was good overall with some very good features. Virtually all lessons were satisfactory or better. In just over half of lessons, teaching was good or very good. Teachers have good relationships with their pupils and the effectiveness of teaching methods contributes to the very good behaviour and positive attitudes observed in lessons. Overall, there is good and sometimes very good teaching for the reception age children and they make good progress overall. The teacher has high expectations and the teaching of personal and social education is very good. The quality of teaching in infant classes is good and pupils make good progress overall. Over nine tenths of teaching seen in the infants was good or very good and this is a good improvement since the last inspection. Teachers have high expectations of their pupils and management is very good, teachers plan well and good teaching methods enable all pupils to make good progress in their basic skills irrespective of their gender or social circumstances. In the junior classes the quality of teaching is satisfactory overall with some good and sometimes very good teaching in Year 6. Overall the quality of teaching is only satisfactory in the lower classes in the juniors with pupils making satisfactory progress. Teachers in these classes do not always plan for differing abilities, so that higher attaining pupils are not always challenged or have work set for them at an appropriate level. However, pupils make rapid progress towards the end of the key stage where there is much greater emphasis on breadth and depth of learning. A weakness in teaching is the use of assessment information, which is not used rigorously enough to guide teachers in weekly planning for what pupils need to learn next. Teaching and learning of literacy and numeracy was good overall, and at some times very good. Since the purchase of the new resources, teaching in information communication technology is satisfactory throughout the school. The provision for pupils with special educational needs is good and they are well taught. Satisfactory support is given to pupils who speak English as an additional language and their progress is in line with pupils of a similar age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad, balanced and relevant and meets statutory requirements.
Provision for pupils with special educational needs	Good. The school provides effective support to enable pupils to be fully included in all lessons.
Provision for pupils with English as an additional language	Satisfactory. The school provides satisfactory support for these pupils to ensure they make progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal development, moral and social development is good. Provision for cultural and spiritual development is satisfactory.
How well the school	Good. The quality of care provided by all staff for all pupils is a strength of

cares for its pupils	the school. Procedures for monitoring academic progress are satisfactory.
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Parents are invited to help in the school and a core of committed volunteers is a great asset to the teachers. The Parent Teacher Association raises a good amount of money towards learning resources. Links with parents are unsatisfactory, as they are not given sufficient information about the curriculum and their children's progress. Therefore, parents' involvement in their children's learning is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher directs the school well in giving it a clear sense of values and gives good leadership in supporting pupils' personal care. There is now a need to improve the overall monitoring of standards and development of the curriculum.
How well the governors fulfil their responsibilities	Good. They carry out their statutory duties well.
The school's evaluation of its performance	Satisfactory. The school has sound systems to evaluate performance. Targets are set and suitable action is taken to meet them.
The strategic use of resources	Good.

The school has a sufficient number of qualified teachers and support staff. Accommodation is satisfactory, although there is no adequate outdoor play equipment for the children in the Foundation Stage. Resources for learning are at least adequate and accessible to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are happy at school.• The progress their children are making.• The encouragement given to their children to work hard.	<ul style="list-style-type: none">• Information about how their children are getting on.• Inclusion of parents in the life of the school.• Homework.• Leadership and management.• Activities outside the classroom.

Many parents have concerns about the school. The inspection team finds that the amount of homework set is satisfactory, although the homework routine is not always consistent or clear to parents. However the information made available to parents on what their children are learning and how they are progressing is unsatisfactory. Also the school is not sufficiently involving parents by inviting them to school events to celebrate their children's good work or by consulting them on issues affecting their children's time at school. The team judges that leadership and management of the headteacher, deputy headteacher and the governors is satisfactory. The range of activities outside lessons is satisfactory. In particular there is a good variety of sporting activities, but these tend to be available only to the older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class in the September of the year they turn five. Nearly all the children enter with at least average and sometimes above average attainment in all areas of learning except in the area of personal and social development when it is sometimes below. All children continue to develop well and make at least satisfactory and sometimes good or very good progress throughout their time in reception, in all areas of learning. On entry to Year 1, nearly all will have attained or exceeded the early learning goals, irrespective of their gender, ethnicity or social circumstances.
2. In 2000 the school gained a 'Schools Achievement Award' for good progress made in the end of Year 6 national tests, over the previous four years. However, trends over time show that in both key stages there was a drop in results last year due to disruption in staffing and in consequence to the children's education. The average points scores for the end of Key Stage 1 national tests show that in writing and mathematics attainment was above the national average. Standards in reading, however, were below national average and well below similar schools. This, however, reflects a drop in standards in reading and mathematics from the previous year. This is attributed to a disruption in staffing and consequently to the children's education at the end of the key stage. The proportion attaining the higher scores was in line with national average in mathematics but below in reading and writing. Trends over time show that standards in writing and mathematics have fluctuated slightly but have remained above the national average. Standards in reading have improved over the last four years and until last year were above the national average. Standards in science in 2001 were well above the national average and those of similar schools. There has been a focus on raising standards by identifying targets for improvement and sharing them with the pupils. Findings from the inspection indicate that pupils in all core subjects are achieving well and a greater proportion of both boys and girls are in line to attain the higher level. Almost all the remaining pupils are in line to attain average levels in the current year.
3. Attainment in English and mathematics in the end of year tests in 2001 was in line with the national average, but below those of similar schools. The number of pupils achieving the higher Level 5 in mathematics was above the national average. The number who attained the higher level in English and science was below the national average and below those of similar schools. Attainment in science was below national average and well below standards in similar schools. The school has responded effectively to the disappointing results and has analysed test papers and scores effectively and taken appropriate action to ensure more specific targeted teaching to address the weaknesses identified. Standards seen during the week of the inspection show that pupils are now making good progress in Year 6 to maintain an above average level of achievement, irrespective of gender or social circumstances, in English, mathematics and science. The school has plans to use the funds available to provide booster classes with more focused teaching for pupils in this year. The school is confident they will achieve appropriate targets in English and mathematics in 2002.
4. Inspection evidence shows attainment in art is in line with national expectations at the end of the infants with pupils making satisfactory progress. Standards and progress are above average at the end of the juniors, an improvement since the last inspection. Standards in geography are above national expectations at the end of both key stages and this is the same as the last inspection. Good progress is made in the infants with overall satisfactory progress being made in the juniors, with rapid progress being seen in Year 6. Since the previous inspection standards have fallen, although they are still satisfactory, in history and music throughout the school.

5. Attainment at the end of both key stages is satisfactory in all other subjects as it was at the time of the last inspection. Throughout the school pupils make at least satisfactory progress in all other subjects, irrespective of their gender, or social circumstance. The lower attaining and some of the average attaining children make good progress in their learning. In the lower years of the juniors the more able pupils with potential for much higher attainment, whilst making satisfactory progress overall, do not always make the gains of which they are capable as there is frequently a lack of challenge in their work. The scrutiny of work and planning identified that pupils of all ages and capabilities in Years 3, 4 and 5, often tackle the same work, this is not always appropriate for the more able or even the least able. Pupils make good progress in developing numeracy and literacy skills across the curriculum. Pupils are making satisfactory progress in information technology skills since the recent introduction of the computer suite.
6. Throughout the school, pupils with special educational needs make good progress in line with their age and capabilities and many pupils move off the special needs register. This is because they are well supported in their work by class teachers and classroom assistants. At both key stages the small number of pupils with English as an additional language are making progress that is in line with that of their peers and boys and girls make similar progress.

Pupils' attitudes, values and personal development

7. Pupils in the Foundation Stage are happy and enthusiastic to come to school. They are eager to learn and respond well to the expectations of their teacher and confidently to other adults in the classroom. They behave well and are attentive in class sessions. Equally they work with concentration and independence in their group activities. They respond well to their classmates and collaborate when sharing equipment. They are pleased to show their work.
8. The attitudes and personal development of all pupils, including those who speak English as a second language, are very good. This aspect is a significant strength of the school and this judgement is similar to that of the last inspection. Pupils enjoy being at school, demonstrated by their very good attitudes to work, the very good relationships with peers and adults and the very good behaviour in lessons, in the playground and around the school. There have been no exclusions.
9. In all the lessons pupils' attitudes are always at least satisfactory, usually good and often very good, making a positive contribution to their learning. A very small minority of pupils have been identified as experiencing difficulty in managing their own behaviour, but this does not impact upon the behaviour or general work of other pupils. Pupils are enthusiastic and concentrate very well. They respond to teachers and other adults, such as classroom assistants, alike. Pupils settle quickly to tasks and organise themselves in groups when necessary. They join in activities with a keen competitive spirit but do not take advantage of a situation. Pupils who were required, through the nature of the organisation of a physical education lesson, to watch for some time, while others had a turn, were very encouraging and eager to see their classmates succeed. Some pupils in Year 6 were keen to achieve success in their design and technology and had the confidence to bring expensive construction kits to school to work with over a period of time. The successful models led to significant pride and built self-esteem.
10. Behaviour in classrooms, in assemblies, at break-times in public areas and in the playground is very good. Pupils are very courteous to each other and to adults. They speak confidently and politely. Pupils play enthusiastically with good humour and co-operation on the playground. There are few if any disputes. Pupils of all ages take advantage and make good use of the range of games and play markings. They respond well to the good support they receive from the playground supervisors. No oppressive behaviour was seen during the inspection and pupils and parents are happy that any type of bullying would be dealt with appropriately.

11. Pupils with special educational needs and those who speak English as a second language are well integrated into the school. They are well supported and guided effectively in their learning. They behave well, are eager to learn and are happy and secure.
12. The development of the pupils' relationships throughout the school is very good. This emanates from the positive ethos of the school's Christian foundation, the personal interest in the pupils and the example shown by the headteacher and the very supportive relationships between pupils and staff. Although there are limited opportunities in curriculum time for discussion, pupils respond with empathy in assemblies and in the studies of other faiths. Those pupils who are prefects, and have a role to supervise entry in and out of the school at break-times, manage this responsibility with kindness. This in turn sets an example to others. Pupils have less opportunity to take initiative and responsibility in the classroom for their personal learning.
13. The attendance of the pupils is very good. In the last academic year the rate of attendance was 96.5%, which was very high in comparison with other primary schools. In the previous inspection the attendance was also judged to be very good, so standards have been well maintained over 4 years. Unauthorised absence is very rare. The vast majority of pupils arrive punctually in the morning and there are few entries in the late book. The very good attendance is having a positive and beneficial effect on the attainment and progress of the pupils.

HOW WELL ARE PUPILS TAUGHT?

14. The school has an experienced team of teachers and learning assistants who work well together. The quality of teaching seen during the week of the inspection was good overall with some very good features. Virtually all of the lessons observed were judged to be satisfactory or better and this is the same as the last inspection. In just over half of lessons, teaching was good or very good. Teachers have good relationships with their pupils, and the effectiveness of teaching methods contributes to the very good behaviour and positive attitudes observed in lessons.
15. Overall, there is good and sometimes very good teaching in the Foundation Stage, due to the appropriately high emphasis placed on developing pupils' personal and social skills and pupils make good progress overall. Very good relationships are established and adults get to know the children very well. The teacher has high expectations of the pupils and the teaching of personal and social education is very good and pupils make very good progress in this area of learning. The quality of teachers' planning is good and the quality of organisation is good, ensuring children's movement from one activity to another is smooth and routines well established. The lack of outdoor facilities and apparatus limits the opportunity for developing children's physical skills. The curriculum offered is broad and well balanced, with pupils learning through planned play activities and more directed tasks in the six areas of learning. Careful records are kept of children's attainment and this information is used effectively to adapt future planning to the children's needs.
16. The quality of teaching in infant classes is good and pupils make good progress overall. All the teaching seen during the week of the inspection was good or very good, an improvement since the last inspection. Teachers' have high expectations of their pupils and management of pupils is very good. Teachers plan well and good teaching methods enable all pupils to make good progress in their basic skills irrespective of their gender or social circumstances.
17. In the junior classes the quality of teaching is satisfactory overall with some good and sometimes very good, teaching being seen in Year 6. Overall quality of teaching is satisfactory in lower classes in the juniors and pupils make satisfactory progress. Teachers do not always plan sufficiently for differing capabilities and this means that higher attaining pupils do not always have work set for them at an appropriate level. Whilst they make progress that is satisfactory, they are not always provided with opportunities to make better than average progress, particularly in history and geography. However, pupils make rapid progress towards the end of the key stage where there is a much greater emphasis on breadth and depth of learning and teachers have high

expectations of what pupils should learn. There is now a need to develop a consistent approach to teaching across the key stage to ensure that all the pupils make consistently good progress.

18. The quality of teaching in the English, mathematics and science lessons is good at Key Stage 1 and satisfactory overall through Key Stage 2, but good or very good in Year 6. Teaching of basic skills is good with teachers following the requirements of the National Literacy and Numeracy Strategy well. In good English lessons, teachers pose effective questions to promote the use of spoken language. In good mathematics lessons, teachers select good materials and games and combine these with well paced lessons to build on prior attainment. Good planning in science makes effective links with other subjects giving appropriate opportunities for pupils to develop their speaking and listening skills.
19. Where teaching is very good, planning is well structured and lessons develop progressively at a quick pace and pupils learn rapidly, as shown in a literacy lesson in Year 6. A very well planned history lesson, that used good resources, enabled pupils to develop a good grasp of relevant historical detail. Teachers use good strategies to extend the pupils' knowledge, like teaching them to work out computation in mathematics. Most teachers have high expectations and insist on pupils persevering with their work. Good teaching results from the teacher's good discipline and this helps the pupils to concentrate and learn effectively. At other times teachers do not fully involve pupils in their learning as was seen in a physical education lesson when pupils spent a considerable time watching other pupils work. Teachers make suitable use of homework throughout the school to further pupils' learning.
20. Teachers do not always use day to day assessment effectively and consistently to plan what the pupils need to learn next to make good progress and do not have sufficient detail or information about what individual pupils need to learn next. Lessons are frequently directed at whole classes at average levels. Target setting is beginning to take place particularly in Year 2 and 6, where work is carefully assessed and specific areas for improvement are identified. However, this needs to be further developed across the school. Specific areas for improvement can then be shared with pupils to enable them to agree targets for themselves. This will then enable them to become fully involved in their own learning.
21. In most classes, teachers prepare work that is well matched to the needs of pupils with special educational needs and good support is provided by the classroom assistants, who enable these pupils to work at their own pace and achieve well. Satisfactory support is given in class to pupils who speak English as an additional language and their progress is good.

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

22. The school provides a satisfactory curriculum that has breadth and balance and one that is relevant to the needs of its pupils. It includes all subjects of the National Curriculum and religious education. The school has implemented the national strategies for literacy and numeracy well and this has had a positive impact on standards, representing an improvement since the previous inspection. The quality and range of learning opportunities provided are satisfactory. However, at times pupils of all abilities tackle the same work, which is not always appropriate for the more able.
23. The curriculum for children in the reception class is good. The staff provide a secure environment for the children's personal and social development, helping them to become confident and independent in the classroom environment. The children's development in communication and language, mathematics, knowledge and understanding of the world and creativity are fostered through a careful and well-supervised programme of activities including guided play. The only

area of learning in which the provision could be significantly improved further is physical development, as there is no secure outdoor play area for the children to use on a regular and frequent basis as part of their daily routines. By the time they reach the end of the reception year, the children are very well prepared for the National Curriculum.

24. Provision for pupils' personal, social and health education is satisfactory. Policies for sex education and health education, to include drugs awareness, are in place and are satisfactorily taught. The school uses its links with the school nurse and the local education authority to good effect to support this area of the curriculum. However, there are no planned opportunities for personal and social development in the timetable.
25. Satisfactory long and medium term planning is in place and the school is adapting many of the national guidelines into its own schemes of work. The key issues identified in the previous report have all been addressed and the school has adopted government guidelines as schemes of work for all subjects. The curriculum provides a balanced coverage for all subjects in the areas of knowledge and understanding. The overall management of the curriculum has been delegated to the deputy headteacher providing him the opportunity to ensure that the progression of skills is monitored and developed across all subjects.
26. Provision for pupils with special educational needs is good. The school keeps an up to date register of these pupils and makes curricula provision for those pupils with individual education plans. Pupils with special educational needs participate fully in the curriculum. The provision for the few pupils who speak English as an additional language is satisfactory and they make progress in line with other pupils in the school.
27. The provision for spiritual development is satisfactory. The ethos of the Catholic foundation of the school is given appropriate emphasis and this reflects in the pupils' awareness of that ethos. Assemblies begin and conclude quietly. They are short in length and crisp in delivery. They include acts of worship and prayer. They are usually led by the headteacher with a calm sincerity. Although there is usually time to reflect, during the inspection pupils were only offered limited opportunities to reflect on their own and others feelings. Pupils are offered the opportunity to be aware of faiths other than their own. During the inspection one assembly provided an explanation of the Chinese New Year and a Chinese pupil in the school was given recognition for his culture. The wider curriculum provides suitable support to spiritual development. Pupils in Year 1 view the work of Van Gogh and reflect it in their own self-portrait. Pupils in Year 5 interpret the music of Grieg with sensitive and very individual paintings.
28. Provision for moral development is good. The religious foundation of the school provides a firm basis for pupils to have a good understanding of right and wrong. Pupils are, therefore, fully aware of what is expected of them, are polite, courteous and very caring of the school and its environment. Their caring attitudes are readily shown when the older children support the younger ones at lunchtimes and at the beginning and end of the day. Assemblies during the period of the inspection focused on the significance of 'choice'. The content of subjects such as history is appropriately used for discussion of choices of action as for example in a Year 4 lesson on the reasons for the Armada. Teachers are good role models and the very good relationships they have with pupils, together with the efforts they make to create good relationships between the pupils themselves, all helps to produce a harmonious and happy ethos in the school. This is particularly evident in the pastoral care shown to pupils, which is well led by the headteacher.
29. Provision for social education is good. Relationships are fostered well by the staff and other adults in lessons, at break-times and through clubs, providing pupils with on-going exemplification of good social attitudes. The residential visits in Year 6, are greatly valued by pupils and provide them with secure opportunities to socialise and share with their peers. Pupils are given opportunities to take responsibilities both for other pupils and, for example, table stacking at lunchtime. Year 6 pupils are given responsibility for managing the public areas at break-times.

They have a rota to support the reception class pupils during wet break-times. Pupils generally are trusted appropriately to use and share equipment on the playground sensibly and with care. Pupils perform all of these tasks and activities with good humour and sensitivity and this in turn sets a sound social pattern to daily life in the school. Provision for moral and social education was judged to be very good at the time of the previous inspection, however little progress has been made in these areas in line with that made by other schools. While the current provision for moral and social education is good, there are too few planned opportunities for moral and social development in the timetable, such as in 'circle time'. Also, there is no school council to act as a regular forum to take pupils' views into account and to establish the beginnings of citizenship education.

30. The provision for cultural education has improved since the last inspection, when it was judged to be unsatisfactory. The introduction of the national guidelines has given more opportunities for pupils to study other countries and their cultures in a more consistent and progressive manner. The roots of cultures are seen in their history, as for example in a display of Aztec art and artefacts. Studies of Hinduism and Buddhism give breadth to pupils' understanding in a school, which is essentially, ethnically narrow. Participation in a samba music project has provided pupils in Year 4 with good experiences of the music of Brazil. The school has taken advantage of the presence of pupils of Chinese origin to highlight the symbols, colour and artistry of the Chinese New Year. However, there is less evidence of studies of the locality of the school being related to the culture, which has evolved in the region.
31. Whilst the school offers a satisfactory number of extra curricular activities, which are mainly of a sporting nature, they are directed more for older pupils. These after school clubs include gymnastics, cross-country running, football, netball and a mathematics club. In addition peripatetic teachers provide instrumental tuition. There are an appropriate number of visits during the school year to enhance the curriculum, such as a visit to Southport linked to geography and a residential visit for older pupils linked to physical education, English and science.
32. The contribution of the various local communities to the pupils' learning is satisfactory as it was at the last inspection. The school makes satisfactory use of links via the local education authority with the Life Education Project and the samba music sessions. The older pupils thoroughly enjoy and learn from their residential visits to the local authority activity centres at Hinning House and Low Bank Ground. The school has particularly close and beneficial links with the parish. Many school events are shared with the church. However the integration of the school into the local geographical community is less well established, and there is insufficient use of the local area to enrich the curriculum. In particular the local area is underused to enhance the history and geography curriculum. In contrast the pupils have good opportunities in the locality to participate in a wide variety of different sports, such as cross country racing, football and netball.
33. The school keeps up good links with its main secondary school. Pupils are supported well in their transfer from primary to secondary education, because the schools communicate effectively and the secondary school is well prepared by Holy Family to receive each individual pupil. It is difficult for the school to keep up similarly effective liaison with pre-school groups as children come from as many as 17 different nurseries and playgroups. The school currently has no links with teacher training establishments to support the development of trainees coming into the profession.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Procedures for child protection and for ensuring pupils' welfare are sound. Child protection procedures are satisfactory as they were at the last inspection. The school has a clear child protection policy that complements the local authority guidelines. Staff are aware that the headteacher is the person designated to liaise with the child protection agency. Any suspicions

are carefully and confidentially logged. The headteacher has recently refreshed his child protection training, but there has been insufficient recent training of the whole staff on the latest guidance and good practices.

35. The procedures for welfare are good and have improved since the last inspection. The school has an appropriate number of fully trained first aiders and has also ensured that all the welfare assistants have undertaken recent basic first aid training. The welfare staff, who supervise at lunchtimes, each carry a very useful little book to jot down any behaviour incidents or reports of bumps and grazes. Any accidents in the classroom or out in the playground are efficiently recorded and parents are informed if the staff have any worries. All staff are made aware of any pupil with particular medical needs and they know what to do should an emergency arise. The school nurse, as a welcome and regular visitor, contributes very effectively to the welfare of the pupils. The school is well up to date in ensuring that the pupils' use of the Internet is permitted by the parents and is carefully monitored to prevent access to inappropriate sites.
36. Procedures for the health and safety of the pupils are satisfactory in the Foundation Stage and throughout school. The school has a clear and concise health and safety policy. The governors and headteacher carry out an annual risk assessment and each term the teachers complete a form to identify any potential hazards. Any safety issues are dealt with effectively. The caretaker checks the site routinely each morning on his arrival, which is particularly important in an area of trespass and vandalism. Since the last inspection the playground surface has been re-laid to provide a safer environment outside, but damaged tiles are still evident in the corridor. Fire practices are routinely held each term.
37. The school retains satisfactory systems for monitoring and improving attendance. Instances of authorised absence are carefully recorded, but it is difficult to identify the reason because no note is kept. Even though the rate of attendance is very good, the education welfare officer is a regular visitor and together with the headteacher keeps a careful eye on any pupil showing the first signs of regular absence or lax punctuality. The school is proud of the very good levels of attendance but the celebration of these good figures in newsletters and other reports to parents is understated.
38. Procedures for monitoring and promoting good behaviour are strong and are well grounded in the Catholic faith. These have improved since the last inspection. Although there are few written rules displayed around the school, the staff have high expectations of appropriate behaviour and the pupils respond extremely well. During the inspection two previously disruptive boys, who reported to the headteacher on their improved behaviour, were congratulated on their growing maturity. The promotion of self-discipline is working well and begins effectively in the reception class, where the teacher has high expectations for good behaviour. There are few tangible rewards but the use of verbal praise, as thought appropriate by individual teachers, is most effective. The behaviour policy is clear and well written, but the welfare assistants have been given insufficient guidance on how to cope effectively with incidences of inappropriate behaviour in the playground. The pupils look forward to the weekly merit assemblies but this positive celebration of these rewards is reduced by the absence of the class teachers and the parents.
39. The school has very good procedures for monitoring and dealing with any rare instances of bullying. A central incident book held by the headteacher effectively tracks poor behaviour. However the school needs to meet the new legal requirements by also keeping a register of racial incidents.
40. The school supports the pupils' personal development well. It is a warm and caring place, with very good pastoral guidance given to its pupils. The inclusion of all pupils in the life of the school whatever their background, capability, or gender is good. All staff in the school know the pupils well and are very kind and approachable. Pupils arriving in the reception class are supported very well in their personal and social development and are soon able to cope with the school day. The

Year 6 pupils are well prepared for transfer to High School and move on confidently. Although all Year 6 pupils are prefects and are given the chance to take on responsibilities around the school, there is no school council to act as a regular forum to take pupils' views into account and to establish the beginnings of citizenship education. All pupils are given sex education and information about the use and misuse of drugs, ably assisted by the school nurse. However there is no formal personal, social and health education taught regularly each week, so it is difficult to ensure that each pupil has received a comprehensive grounding in personal, social and health education and to track progress in personal development accurately.

41. The procedures for assessing pupils' academic achievement are satisfactory overall. This is a similar judgement to that made in the previous inspection. Assessment procedures in English, mathematics and science are good. The regular tests and assessments made by teachers in these subjects enable them to identify pupils who either need more challenge in their work, or have not yet reached the required standard. Assessment procedures in other subjects are being developed when work is assessed and records kept at the end of blocked units of work. In information communication technology a good start has been made in developing new assessment procedures building on the new scheme of work provided. However, assessment procedures are not being consistently applied in all non-core subjects. A small number of teachers, a good example is in Year 1, make good use of assessment information to plan their work, week by week, and this is reflected in the good quality of their teaching. However, in other classes, the use of assessment information is not used regularly enough nor rigorously enough to guide teachers in weekly planning for what pupils need to learn next. Similar weaknesses were evident at the time of the previous inspection.
42. When children first enter the school in reception, they are assessed against criteria relevant to their age and this information is used effectively to plan and monitor progress. Results of the national tests, and those set by the school, are analysed effectively to measure the school's performance. Care is taken to examine how all groups of pupils are getting on for example, boys and girls, pupils who speak English as an additional language and those with special educational needs. The information is used to identify those areas of the curriculum where improvement is needed for example, in investigative work in science. Appropriate use is made of the results of these tests to identify pupils who will need extra support, particularly in Year 6. Here, teachers identify pupils who, with extra help, could reach the nationally expected or higher level in English, mathematics and science. A year ago, the school identified the need to improve writing and investigative science work and as a result, have steadily raised the number of pupils reaching the expected levels. There is still a need to focus on raising the standards of all pupils throughout the school by closer monitoring of their progress and involving them in the setting of targets.
43. Targets are set for pupils to reach at the end of each year in English, mathematics and science. However, the potential afforded by these targets for raising pupils' attainment is not fully realised, as individual pupils are not sufficiently involved with the target setting process. A recent start has been made in English by setting clear targets for improving writing skills. Pupils' work is marked regularly in most classes and praise and encouragement are given, but little written comment is provided to let pupils know how well they are doing in achieving the targets they have been set, or how they could improve their work. Annual written reports meet statutory requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Many parents at Holy Family are interested in their children's education and are keen to see their children progress well. A good number of parents attended the inspection meeting and returned questionnaires. Parents particularly like the fact that their children are happy at school, the progress that their children are making and the encouragement their children are given to work. In the Foundation Stage satisfactory links are made with parents who attend an introductory session prior to their children starting formal education. Parents are very supportive of their children and

satisfactory links are continued through the Foundation Stage of education. The inspection team concurs with all these very important positive views.

45. However many parents have concerns about the school, including over 20 parents who wrote separate letters setting out their worries. In particular, parents are dissatisfied with the amount of homework set, the behaviour of the children, the information they receive about how their children are getting on, the inclusion of parents in the life of the school, the leadership and management and the amount of activities available outside lessons. The inspection team finds that the amount of homework set is appropriate and satisfactory for a primary school, although it is not always consistently allocated. The inspectors disagree with some parents who think that behaviour is unsatisfactory and conclude that behaviour is very good. The team judges that leadership and management by the governors, headteacher and deputy headteacher is satisfactory. The range of activities outside lessons is satisfactory, with a good variety of sporting activities, but it tends to be only available for the older pupils.
46. In answer to the parents' qualms about the quality of information available to them on what their children are learning and how they are progressing, the inspectors agree that this is unsatisfactory. The school holds two formal parent-teacher consultation meetings, one by appointments made by the school and the other on request from the parent, following the end of year reports. This was considered to be insufficient at the last inspection. Information on the curriculum is thin. Satisfactory coverage is given in the prospectus, but thereafter parents do not receive regular news on what their children are learning each term for each subject. Parents quite justifiably would like to find out more about the topics being taught so they can talk with their children and share in the learning from home. The end of year reports are concise and clear to understand. However they are inconsistent in giving a clear message to the parents, on how their children have progressed, in each subject over the year. It is good to see a section in the report indicating what the pupil can do to improve, but the targets are insufficiently precise for parents to share with the school in supporting their children's progress.
47. The dissemination of general school information is satisfactory. In particular the headteacher's newsletters are bright and cheerful. One special letter, recounting the travels of the balloons in the annual balloon race celebrated the school's fundraising efforts very enthusiastically and had a very useful link to the geography curriculum. New parents are well informed and they and their children are settled effectively into school life. However there are insufficient notices around the school to keep the parents up to date on school, local or national events that may interest them. Parent view is that there is not sufficient information and this is not as good as the time of the last inspection.
48. The contribution of parents to their children's learning at school and at home is satisfactory. Parents are good at turning up to the parent teacher consultations. The majority of parents know when to expect their children to bring back homework. However the homework routine is not always consistent or clear to parents and impinges on their ability to support their children's learning. The lack of regular curriculum information also detracts from effective parental support.
49. The impact of the parents' involvement on the work of the school is satisfactory. A core of committed parents comes in regularly to help in the classroom. A good number of parents also help on outings and at school events. The parent teacher association raises vital funds for the school and welcomes parents into school and parish life through their lively social events. However, the school is not sufficiently involving parents by inviting them to school events to celebrate their children's good work. In similar vein, the school is not putting sufficient emphasis on formal parental consultation on such issues as homework or behaviour management so home and school can work effectively with each other. Parents who feel included and a valued part of their children's school bring much to their children's progress and education. Currently the lack of sufficient information and the dissatisfaction amongst a number of parents that they are not being invited into school on enough occasions is leading to ineffective links between school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the headteacher, deputy head and the governors is satisfactory overall. The headteacher directs the school well in giving it a clear sense of values, which reflect the school's aims. He gives good leadership in supporting pupils' personal care. The mission statement which encourages the children to 'live together, work together, and pray together in a way which will enable them to find fulfilment in this life and be a living example of the 'Good News' within the community' influences greatly the Catholic ethos of the school. Conscientious teams of teachers and support staff have created a positive climate and a shared commitment to promoting very good behaviour, positive values and achievement. The good school ethos noted in the last inspection has been maintained. Senior management are aware of the strengths and weaknesses of the school and have gone some way to improve attainment in the core subjects. However, to secure this improvement in standards and to ensure the higher attaining pupils are challenged appropriately. There will need to be further development and sharing of good teaching practice throughout the school.
51. The governing body fulfils its statutory responsibilities well and is supportive of the school. There is an effective committee structure. They have an appropriate overview of the school's priorities and a good grasp of the budget that is needed to finance these. They are beginning to monitor the school's goals and evaluate the impact of their decisions. The school sets appropriate targets, with the governors and the local education authority, for English and mathematics and regularly reviews progress towards them.
52. The school development plan for policy review, buildings and governors' responsibility covers a three-year period. The programme for the development of the curriculum is for one year only, as it was at the time of the last inspection, but is founded on identified school needs. Main areas identified for improvement this year are information technology, improving the quality of pupils' writing and ensuring the more able reach their potential. There is now good provision for information communication technology and there has been some improvement in writing, however, the progress made by the higher attaining pupils is an ongoing development rightly identified by the school. There is sound commitment to improvement and a sound capacity to achieve.
53. The Foundation Stage is well managed by an experienced and conscientious teacher. There is an experienced co-ordinator for special education needs; who is well informed and conscientious. She has established good administrative systems and documentation is well kept and organised. Class teachers and support staff are involved in the drawing up of individual education plans. Reviews take place regularly and parents are invited to attend. There is a governor for special educational needs who liaises with the co-ordinator. Insufficient non-contact time is provided for the co-ordinator to manage the administrative systems and to monitor the quality of pupils' learning in classes. In this respect her role is under developed. The school is aware of the new Code of Practice and is beginning to make plans to address the new requirements within it. Although equal opportunities are fostered, pupils of all ages and abilities in some classes often tackle the same work. This restricts learning opportunities for the more able pupils, who do not achieve as well as they should.
54. Although the headteacher receives good support from members of staff most of the responsibility for school development and improvement remains with him, at the present moment. The teaching of the numeracy strategy has been monitored by the head and the curriculum co-ordinator and this has led to an improvement in standards. Some co-ordinators, for example science and information technology, have appropriate responsibility for monitoring standards, quality of teaching and learning in their subjects. However, the monitoring of each subject and of the curriculum as a whole is not systematic. Co-ordinators do not always monitor or evaluate, planning and outcomes in relation to standards achieved, to enable them to have a significant impact on the quality of

- teaching and learning in their curriculum area. There is a need therefore to continue to improve curriculum management to ensure that the progression of skills is monitored and developed across the school. The overall management of the curriculum has recently been delegated to the deputy headteacher.
55. The overall efficiency of the school is good. The school has successfully maintained the good standards of financial planning, controls and administration reported at the time of the previous inspection. The headteacher and governors have developed well-structured and systematic procedures that effectively support the school's educational priorities. This is a process that involves all members of staff in an annual review of the work of the school to identify and agree future priorities. Efficient use has been made of national funding for information and communication technology equipment and teachers' training. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum.
56. The school successfully applies the principles of best value for money. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness, and as a result, money is spent carefully. The school sets appropriate objectives and priorities on an annual basis and successfully meets these. The school's day-to-day financial controls and procedures are good, enabling the headteacher and governors to monitor and evaluate spending decisions closely, such as the recent purchasing of computers and the establishing of the computer suite to raise standards. The most recent financial audit carried out only this term, made a small number of recommendations and the school has plans to respond appropriately to these. Teaching and support staff and resources are deployed effectively to support pupils' learning. Day-to-day financial controls are good and administrative staff contribute effectively to the smooth running of the school. Taking into account the standards achieved, the quality of education provided in developing pupils' very good attitudes and personal development and the below average unit costs, the school provides good value for money.
57. The school has a sufficient number of qualified teachers and support staff to teach the National Curriculum effectively. All staff have job descriptions and there are effective performance management systems in place. All staff are given opportunities to attend a variety of in service training activities, which are linked to their professional needs and also the school's priorities for development. However, there are no systematic procedures for monitoring the impact of this training on classroom practice. The school has had a stable staff for many years and has not had to develop an induction policy, the headteacher is aware of the need to do this should it be required.
58. The previous report stated that there were appropriate, good quality resources generally. However, some items were insufficient in design and technology and physical education. The school has improved the resources in both of these areas. Resources for most subject areas are adequate and resources for the Foundation Stage, in the classroom, and in science, information communication technology and mathematics are good in terms of their sufficiency, accessibility and quality. The books provided by the local library services are essential in some subject areas such as history. The Parent Teacher Association continues to make a very valuable contribution to the range of resources available in classrooms. Nevertheless, the number and condition of the books available for pupils to read or consult is limited in some classroom collections.
59. It was also noted in the previous report that the library had insufficient resources to support the full range of curriculum subjects. Library resources have also been improved and pupils now make regular use of it for borrowing. The library is well managed by a member of staff with good support from a parent and a member of the support staff. However, its proximity to the hall and its use as a classroom in the morning, lessens its value as a central school resource where pupils can enjoy reading or undertake personal research.

60. Overall, the quality of the accommodation is satisfactory and the school makes satisfactory use of available space to aid pupils' learning. However, there are plans for the re-siting of the computer suite and the library and for the establishment of an area for the teaching of design and technology. These will improve the use of space available, but plans are dependent on the proposed reduction in the size of the intake and of class sizes in consequence.

61. A conscientious caretaker and hardworking cleaning staff keep the school building clean, but in some places the paintwork is dilapidated because a decision has been taken to hold up redecoration until a leaking roof is repaired. The required funds for the repair have now been secured. Since the last inspection a computer suite has been installed. The school has good outdoor facilities including a large field. Facilities in the playground have been improved since the last inspection. The provision of a disabled toilet is also an improvement since the last inspection. However, there is no suitable outdoor play area with essential equipment for the pupils under-five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to improve the quality of education and raise standards further the school should:-

- ensure day to day assessments are used consistently by teachers:-
 - to plan for and provide challenge for all pupils and in particular the higher attainers
 - to identify areas for improvement that can be shared with pupils to enable them to agree targets for themselves, assisting them to become fully involved in their own learning.
(Paragraph Nos. 20. 41. 42. 78. 79. 87. 88. 93)

- Improve the consistency of teaching across the juniors by:-
 - monitoring, evaluating, developing and sharing good practice identified in the school
 - reducing the number of worksheets.
(Paragraph Nos. 17. 79. 87. 106. 110)

- Improve parent links and relationships by:-
 - providing them with clear information on what their children are learning and the progress they are making.
(Paragraph Nos. 46. 47. 48. 49)

In addition to the key issues listed above the following less important issues should be considered for inclusion in the governors' action plan,

- Continue to improve curriculum management to ensure that the progression of skills is monitored and developed across the school.
(Paragraph Nos. 54. 80. 107. 112. 121)

- Provide a secure and appropriate outdoor play and equipment area for the under-fives.
(Paragraph Nos. 23. 62. 71)

- Ensure the use of effective assessment procedures in non-core subjects where appropriate.
(Paragraph Nos. 41. 54. 107. 112. 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	17	21	2	0	0
Percentage		15	36	45	4	0	0

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

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)		245
Number of full-time pupils known to be eligible for free school meals		

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		21

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	19	19	17
	Total	37	37	35
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (96)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	19	17	19
	Total	37	35	37
Percentage of pupils at NC level 2 or above	School	100 (96)	95 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	14	23	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	14
	Girls	20	17	21
	Total	31	26	35
Percentage of pupils at NC level 4 or above	School	84 (89)	70 (92)	95 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	21	20	20
	Total	33	32	32
Percentage of pupils at NC level 4 or above	School	92 (81)	89 (89)	89 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	5
White	
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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– Y 6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	69

Financial information

Financial year	2001-2002
	£
Total income	475,104
Total expenditure	483,095
Expenditure per pupil	1,675
Balance brought forward from previous year	14,303

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

176

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	4	1	2
My child is making good progress in school.	46	47	6	0	1
Behaviour in the school is good.	32	50	10	3	5
My child gets the right amount of work to do at home.	16	44	33	6	1
The teaching is good.	36	54	6	1	3
I am kept well informed about how my child is getting on.	10	47	37	6	0
I would feel comfortable about approaching the school with questions or a problem.	33	47	13	7	0
The school expects my child to work hard and achieve his or her best.	49	48	3	0	0
The school works closely with parents.	18	37	28	16	1
The school is well led and managed.	30	45	10	14	1
The school is helping my child become mature and responsible.	31	60	7	1	1
The school provides an interesting range of activities outside lessons.	16	33	26	14	11

Parents concerns are about the amount of homework set, the behaviour of the children, the information they receive about how their children are getting on, the inclusion of parents in the life of the school, the leadership and management and the amount of activities available outside lessons.

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

62. Children enter the reception class in the September of the year they turn five. The class teacher and the classroom assistant work well together to provide a good, caring and stimulating environment for these children. They are inducted well into the life of the school by attending for one introductory session prior to them beginning formal education and attending initially on a part time basis only. New parents are well informed and they and their children are settled effectively into school life. Parents are very supportive of their children and satisfactory links are continued through the Foundation Stage of education. The provision for the children under five is good, as it was at the time of the last inspection, the teacher and support staff working as an effective and committed team. There is an appropriate emphasis on structured play, however, the lack of outdoor facilities and apparatus for developing children's physical skills still continues to be an issue.
63. Baseline assessments confirm that nearly all the children enter the reception class with at least average and sometimes good attainment in language, literacy and communication and mathematical understanding with approximately a fifth of the children being above average when compared with standards expected nationally. Children's attainment in knowledge and understanding of the world, creative and physical development is in line, however personal and social development is sometimes below. All children continue to develop well and always make at least satisfactory and sometimes good or very good progress, particularly in personal and social development. On entry to Year 1, nearly all will have attained and some will have exceeded the early learning goals in all six areas of learning. There were no children identified with special educational needs at the time of the inspection.
64. Teaching in the Foundation Stage is good overall, and at times very good due to the appropriately high emphasis placed on developing pupils' personal and social development. The quality of teachers' planning is good with the teacher and classroom assistant contributing to the weekly plans and working well together. Very good relationships are established and adults get to know the children very well. The quality of organisation is good, and movement from one activity to another runs very smoothly and routines are well established. The curriculum offered is broad and well balanced, with pupils learning through planned play activities and more directed tasks in the six areas of learning. Careful records are kept of children's attainment and this information is used effectively to adapt future planning to the children's needs
65. The teaching of **personal, social and emotional development** is very good and children make very good progress. Children starting school have previously attended many pre-school settings and take time to build up confidence, learn to concentrate, show respect and create good relationships with each other. However, this area of development is of high priority for the teacher and a particular focus when the children start school. All children soon settle well to the daily routines and at least achieve with many exceeding the early learning goals when they enter Year 1. Children are encouraged very quickly to become independent and plan and review their play activities through the use of a clear planning well, displayed on the wall. Good manners and suitable behaviour are modelled well by adults. In the reception classes, children have suitable planned opportunities to describe their feelings and discuss issues like what makes them feel 'happy and sad'. During the day children are encouraged to say 'please' and 'thank you' and welcome adults politely by saying 'welcome to our class'. Children are able to choose from a variety of suitable activities and they learn to concentrate and complete these successfully. The children are very well behaved and learn how to line up quietly and walk sensibly about the school. They take responsibility for hanging up coats and getting dressed to go outside.

66. Great emphasis is placed upon the development of **communication, language and literacy**, and the quality of teaching is good. Good relationships are established and, for example, in a literacy session children were able to sit quietly and listen carefully. Children overall make sound progress and by the time they reach the end of the reception year they will have all achieved and many will have exceeded the early learning goals. Good opportunities are provided for children to speak and listen to each other and other adults. A visitor from the local theatre dressed as 'Puss in Boots' enthralled the children and they demonstrated great confidence when they read pre-prepared questions about the story. They listened with great maturity and many thought very carefully and asked impromptu questions about her costume. They use their language well to negotiate with others as was seen when pairs of children played a number game with great co-operation.
67. Elements of the Literacy Framework are well used by the teacher. A good understanding of letter sounds is developed through effective word, sentence and text level work using well-known stories and rhymes. Most pupils can name sounds, for example, when children gave words beginning and ending in 'sh'. All pupils will confidently have a go at writing simple words and attempt more complex words when writing a sentence in a 'Thank You' card to 'Puss in Boots'. Children are able to discuss books they have read and a group of pupils are able to read well sentences that end in a question mark, that they had copied from the walls around the room. Others are able to read and match captions to pictures correctly. Most children can write their names and a range of child-selected activities in the 'Cake Shop' encourage the children to make lists, as part of their role-play activities, and support early writing skills well. Nearly all the children can hold and use a pencil effectively and form their letters and numbers well.
68. **Mathematical development** is well taught and by the end of the reception year most children will have achieved and a number exceeded the early learning goals for mathematics. The reception teacher is particularly skilled at giving clear instructions that enable children to make satisfactory progress in learning. All children can count to ten and many can count to 100. Pupils enjoyed singing 'Ten currant buns' and were able to count backwards from 10. Children use mathematical language well and a good input by the teacher enabled all pupils to understand and use language such as 'less than' and 'more than' correctly. The higher achievers are able to relate addition to combining two groups of objects and subtraction to 'take away'. One group of children working on 'take away' sums with a group of counters were able to work out answers in their heads, with one boy able to say that 'five take away three equals two is correct because three and two equals five'.
69. Well-planned practical activities and discussion assisted the children in recognising two dimensional and three dimensional shapes and using words such as triangle, cube and cylinder well. They are able to say that a cube has six faces and eight corners and they made cylinders from play-dough saying they were 'round with two flat ends'. They are able to use words such as 'bigger than' and 'smaller than' when describing the properties of a set of blocks. A group of pupils also collaborated well in copying a picture and building a space station from three-dimensional shapes correctly. The room is well decorated with mathematical and number displays, which supports children's learning well.
70. Children enter the reception class with **knowledge and understanding of the world** in line with that what is expected of their age. Due to good teaching they make good progress in their learning and the majority achieve the early learning goals at the end of the Foundation Stage, with a number being above them. Staff in the reception provide many good opportunities for children to find out about past and present events and to use their senses appropriately. Children were very interested when they felt and looked carefully at an old clay pot hot water bottle comparing the shape and texture to a present day one made of rubber. Good teaching enabled a higher attaining group to investigate with magnets, seeing how they attract and sometimes repel other magnets. Another group of children enjoyed playing a game which involved feeling the difference between wooden bricks of different shapes and sizes. Appropriate opportunities are provided for children to find out about their environment as when a group of children enjoyed investigating around

school, looking for a variety of different patterns in building materials. There are also frequent opportunities when children enjoy co-operating with each other to build with a wide range of construction toys. Children are able to select and join pieces of card appropriately to make a 'cat hat' and they said that sticky tape was the best adhesive to use to secure the ears. Pupils who are given appropriate support make pencil stands with an elephant motif. Throughout the Foundation Stage the children enjoy and benefit from opportunities to use computers and to control the mouse well to interact with the screen. Many use the skills of 'drag' and 'drop' to turn the pages of a talking book and use a painting programme well. Along with the rest of the school, they successfully celebrate faith festivals relevant to them.

71. Children make satisfactory progress overall in **physical development** and teaching overall is satisfactory as there are no opportunities for children to play outside with well-designed equipment, limiting the opportunity for children to learn, climb, jump and balance. There is a weekly lesson in the hall and pupils demonstrate that they can move with control and co-ordination, show awareness of themselves and others and travel under and over the climbing equipment. However, in the lesson observed children found difficulty in using the large apparatus and lost concentration and, at times, became a little restless. However, they are in line with their early learning goals by the time they enter Year 1. They make good progress in learning to handle tools, construction equipment and other materials safely and with increasing control. In the classroom, they have many well-planned opportunities to acquire skills when they use brushes, pencils and pens, and teaching is good. Children join in action songs with confidence controlling their bodies well.
72. Due to the good teaching, all children make good progress in the area of **creative development**, and all will reach and a number exceed the early learning goals by the end of the reception year. Children learn how to use paint well and how to decorate their wooden blocks, choosing and naming suitable colours for the flowers they are very carefully painting. They have also mixed paints well and carefully painted an imaginary picture of Puss in Boots, prior to their visit to the theatre. Children in the reception classes have very good opportunities for imaginative role-play in the 'Cake Shop', buying and selling cakes and writing menus. Teachers provide frequent opportunities for children to engage in painting and drawing, and this has a positive impact on their learning. For example, they used a variety of materials to make covers for their favourite book. Music has a high priority in the reception class and the teacher's enthusiastic approach ensures all children sing songs and nursery rhymes with verve. They are able to make patterns with sounds using a variety of percussion instruments well. A number of higher ability children were able to follow a simple notation pattern carefully and play a recognisable tune on a glockenspiel.

ENGLISH

73. The number of pupils achieving the average level in writing in the infants was high, although the proportion in reading was below average. The number attaining the higher scores was below in both reading and writing and this is a similar picture in the juniors when the proportion achieving the higher level was also below the national average. The school has responded appropriately putting in strategies to provide more focussed teaching to address weaknesses identified. Inspection evidence showing that by the end of Year 2 and Year 6 standards are above expected levels with a higher proportion achieving above average standards than in 2001. This is the same as at the time of the previous inspection for the infants, but an improvement in the juniors when standards were judged to be satisfactory. Pupils with special educational needs are effectively supported and make good progress.
74. Attainment in listening and speaking is above average for pupils at the end of the infants and juniors, and teachers' assessments and inspection evidence confirm this. Lessons are fully inclusive and at both key stages the small number of pupils with English as an additional language are making progress that is in line with that of their peers. Pupils make good progress in

developing speaking and listening skills in the infants. They generally read aloud with enthusiasm and respond well to their teachers' invitations to answer questions and to contribute ideas or opinions. The good relationships between teachers and pupils in Years 1 and 2, coupled with good skills in questioning and in choosing appropriate materials for reading, ensure that pupils enjoy talking about what they have read in literacy lessons. For example, pupils in Year 2 took the parts of different characters and expressed themselves well. Good use is also made of pupils' speaking skills in the context of other lessons. For example, in a science lesson in Year 1, pupils were encouraged to give explanations and descriptions after examining machines that follow instructions. In another science lesson, pupils in Year 2 spoke enthusiastically about dangers in the home. Pupils enjoyed the opportunity given in a Year 3 literacy lesson to read aloud their versions of poems they had written. In both Year 6 classes, older pupils were heard to read limericks that they had written and poems written collaboratively, with enthusiasm. In a Year 6 history lesson, pupils had the opportunity to 'role-play' the characters of 'children', 'parents' or 'employers' in response to questions put by the teacher. Apart from these examples, however, the variety of planned opportunities for pupils to sustain talk in different contexts was limited.

75. Pupils' reading skills are good overall across the school. They are given regular opportunities to read in class and their progress through a reading scheme is effectively monitored by class teachers and recorded in a reading record, which is shared with parents. Many parents make a good contribution to their children's progress by hearing them read. In each class there is a collection of fiction and reference materials for pupils to select from, but the range is limited. Timetabled visits to the library also support the development of reading skills.
76. In the infants pupils are given a good foundation for the development of literacy skills with good support from home in most cases. By the end of Year 1 all pupils are able to read well and have developed effective ways of sounding out words that are unfamiliar. By the end of Year 2 the higher attaining pupils read with accuracy and good expression and they are able to make use of their knowledge of book conventions to locate topics in reference materials. The class teacher in Year 2 is aware of the strategies that need to be applied to develop the range of reading skills in higher attaining pupils so as to ensure that they attain reading scores appropriate to their capability. In the juniors an effective check continues to be kept, in most classes, on pupils' progress through the reading scheme. The effective implementation of the National Literacy Strategy ensures that pupils are able to participate in shared reading activities. In most cases these activities are led skilfully by teachers and classroom assistants, but in one lesson the shared reading activity was over-directed by the teacher who read the text.
77. In Year 1, pupils are given regular opportunities for extended writing, for example, in diaries. This forms a good basis for the development of writing skills as well as supplementary skills of spelling and handwriting. This good practice is continued in Year 2 as is the good practice in the assessment of writing, which enables the teacher to identify which aspects of writing need to be improved and to communicate this to the pupils.
78. In Years 3 and 4, pupils are given fewer opportunities to develop the skills required for the production of extended writing. Evidence from the scrutiny of written work and lessons indicates that in these years there is relatively little scope for pupils to engage in independent creative writing, either in English or in other subject areas. In one lesson, opportunities to challenge higher attaining pupils in writing descriptive language were overlooked, and in another the teaching of handwriting took no account of the specific needs of pupils, all of whom completed an exercise regardless of their prior attainment. Opportunities for the production of more extended writing increase in Year 5. In Year 6 very good teaching ensures that all pupils are given the opportunity to produce a good range of writing in different forms. Some very good examples of extended writing in the form of biographies and fantasy stories produced by higher attaining pupils are on display. Pupils were given the opportunity to plan and draft these booklets and to produce final versions for "publication", often making good use of information and communication skills in the process. In Year 6, also, the development of good assessment practices for writing, with the

advice of a primary literacy advisor, is helping to make pupils aware of specific targets they need to attain so as to improve their writing. Overall, the teaching of literacy in Year 6 challenges pupils to think independently and creatively. For example, during the week of inspection, pupils across all levels of attainment enjoyed writing limericks and poetry and in reading the verses they had written to their peers. Higher attaining pupils worked collaboratively to produce good examples of verses. Good lesson planning and organisation ensured that pupils were challenged to produce the best writing of which they were capable. Information and communication technology is appropriately used in word processing to develop pupils' writing skills.

79. The quality of the teaching of literacy is good in the infants. In the juniors, teaching is satisfactory overall. It is good in Year 6, and at least satisfactory in Years 3, 4 and 5. In most literacy classes, the plenary sessions are competently organised and across the school the good relationships between teachers and pupils and effective classroom management ensures that most pupils are involved in the discussions about text. The main weakness in teachers' planning in the lower juniors lies in the fact that supplementary tasks are often not designed to match the attainment of the different groups of pupils, with the result that whilst most pupils achieve appropriately, the higher attaining pupils are not stretched or challenged effectively. This is in part a consequence of the over-reliance on the use of exercises in commercial workbooks. Information from standardised reading tests is used to help establish working groups of pupils with a similar level of attainment.
80. The co-ordinator for English has been active in purchasing reading materials and materials for shared writing in literacy classes. She has had limited opportunities to monitor teaching or standards of attainment across the school and does not therefore have an overall view of how pupils are progressing in English across the school. Consequently, she is not as yet able to take the lead in advising colleagues about strategies for dealing with issues such as potential under-achievement of higher attaining pupils or the progress made by pupils receiving additional support for literacy in Year 3 and this is unsatisfactory. The co-ordinator is aware of the need for the purchase of additional fiction and non-fiction materials and reference materials such as dictionaries for use in class collections.

MATHEMATICS

81. Trends over time show that there was a drop in the number of pupils achieving the higher levels in the infants in 2001 and the proportion achieving the average level in the juniors. The school has responded effectively and has analysed test papers and scores effectively and taken appropriate action to ensure more specific targeted teaching to address the weaknesses identified. The evidence of the inspection supports a judgement that standards are currently above average at the end of both key stages, the same as the last inspection. Achievement is good in the infants and satisfactory overall in the juniors with pupils attaining well in Year 6 to maintain the above average levels of attainment, irrespective of gender or prior attainment. Pupils identified as having special needs make similar progress to their peers as do pupils who have English as an additional language.
82. Pupils at both key stages have a good grasp of mathematical language and concept. Following the example of their teachers, pupils progressively use language accurately and with understanding. At Year 4, higher attaining pupils automatically translate analogue to digital twenty-four hour time, while at Year 6, pupils demonstrate their good understanding of terms such as numerator, denominator and equivalence in dealing with fractions. Equally, a majority in this year group equates decimals, fractions and percentages.
83. Pupils develop good and often very good skills in computation and at the end of each key stage have a high level of competence and are able to apply them well. A good example of this is when they are required to think on their feet by responding quickly to the teacher or during a well-

managed games activity. In classes, which have introduced games such as “Round the World”, which requires two pupils to compete to give a correct answer first, pupils enthusiastically pit their skills and develop knowledge and accuracy. In class sessions, pupils in Year 1 count confidently to 100 and beyond, in 5s and count on in 10s from a given number to 150. Counting back is not yet so secure and some pupils could extend their skills further with greater challenge. Year 2 pupils apply their good understanding of number to calculate and work out the fewest coins to make, for example, £4.65. At Year 6 middle attaining pupils identified a common denominator for five numbers and worked out the consequent numerators in fractions.

84. Where pupils are challenged to solve problems they respond well and work with concentration to find solutions. In Year 4, an average-attaining pupil, for example, could explain how she applied multiplication and doubling to achieve her answer, having unravelled a problem. The higher attaining set at Year 6 grappled with a numerical problem linked to chocolates and pupils used a progression of calculations together with knowledge of equivalence of fractions and percentages to illustrate answers. This work was clearly taxing the limit of their understanding but was addressed with commitment and clear understanding.
85. In shape, space and measures pupils are generally competent. Pupils at both key stages have a good understanding of directional language and develop a sound understanding of position and co-ordinates by the end of Year 6. Younger pupils recognise the expected range of two and three-dimensional shapes. They estimate lengths in centimetres appropriately but pupils in Year 2 are less skilled in drawing lines to specific lengths. Pupils in Year 3 identify up to two lines of symmetry and can match shapes, which have been rotated using a computer program but are not fully extended in this aspect of learning.
86. Pupils’ knowledge and skills with data handling is becoming more secure as the opportunity to develop the use of information and communication technology to support learning is increased. By the end of Year 2 pupils have satisfactory skills to make simple classifications and record, using simple tables and block graphs. In the juniors, pupils build successfully on this skill. For example, in Year 4 pupils use a computer data program well to record body dimensions and to correlate this data to investigate patterns and to select ranges of data. Pupils use block and line graphs effectively in their geography studies to represent progressive changes in data. Year 6 pupils use their knowledge of simple formulas and averages to establish satisfactory understanding and computer skills to manage spreadsheets, in support of data handling.
87. The quality of teaching is good in the infants and satisfactory overall in the juniors, with good and some very good teaching in Year 6. This pattern is reflected in teachers’ knowledge and understanding of the subject, their planning and expectations. Teachers are using the National Numeracy Strategy to good effect overall and beginning to explore a wider range of teaching strategies, but there is still too high a reliance on printed worksheets and published workbooks in some year groups. As a result, in some classes, pupils of a range of ability are working on similar levels. Middle and lower attaining pupils are generally better catered for and but higher attaining pupils are sometimes not given sufficient challenge and teaching does not press sufficient expectation upon them. In a school in which pupils are broadly above average, greater success is achieved in classes where teachers are selective of materials and games, and combine these with well-paced exposition and questioning, enable pupils to build on their attainment rather than to confirm their current knowledge. The teaching of basic skills is always sound and generally good. Effective use is made of setting, where there is the opportunity, to promote learning. Teachers manage their pupils well. Pupils enjoy the subject and listen attentively to their teachers. They respond well to the requirements of their work by, for example, working individually with quiet concentration or by discussing their work in a sensible and productive way. Pupils are very seldom off task, allowing them to make better progress. They are very competitive and eager to answer questions but equally respect their classmates in the way they respond to their right or wrong answers. Pupils access and use equipment, such as computers and calculators, with care, sharing and taking turns appropriately. Their supportive style ensures very good relationships, resulting in a high standard of both pupil behaviour and concentration, and thus supporting learning.

Teachers who are confident with information and communication technology are beginning to make good use of it both to reinforce learning and to extend pupils skills, for example in data handling. The available support from classroom assistants is appropriately used often to assist lower attaining pupils but not often with higher attaining pupils and in some classes this is a missed opportunity.

88. National and local authority tests are used frequently and consistently to monitor standards. Analysis of these tests is used well to provide appropriate general guidance for future curriculum objectives of relevant year groups. The school will need to develop this further to continue to raise standards, as has happened this year. However, this rich source of information is not always used sufficiently by teachers to assist pupils knowing what they need to do next and recognise their own individual targets for learning. Pupils' books are marked regularly and encouraging general comments made but there is too little analysis and guidance to inform further improvement.
89. The management of the subject has improved since the last inspection and is now good. Although not a specialist in the subject, the co-ordinator is committed to raising standards and has a clear understanding of the areas for further development. She has broad ranging experience in Key Stage 2. She has had some opportunity to monitor lessons formally, across the school, but she is using informal contacts with colleagues to introduce the more interactive methods of the National Numeracy Strategy and this is beginning to be successful.

SCIENCE

90. The quality of provision for science is good and it has a beneficial impact on the achievement of most pupils. The high standards in science at age seven are confirmed by results of teacher assessments last year, when almost two thirds of the class gained the higher Level 3, a much greater proportion than average. By the end of Year 6, standards are above expected levels with just over half the pupils attaining above average levels and almost all the remaining pupils attaining average levels. This is an improvement since last year when the end of year tests were disappointing when standards dropped from well above to below average. This is also an improvement since the previous inspection when standards were judged to be satisfactory. Pupils with special educational needs make good progress and are supported well by their teachers and classroom assistants. Pupils who speak English as an additional language similarly make good progress.
91. One of the strengths is in investigative science, which was an identified weakness in the previous report. Pupils in all year groups are confident when carrying out investigations and fair testing, a result of improvements in the curriculum provision and an emphasis on developing pupils' investigative skills. Clear progress is evident at different stages of learning. By Year 2, pupils are very aware of safety aspects in the subject. They experiment with small batteries, bulbs and wire to make and test simple electrical circuits. By Year 6, pupils successfully carry out investigations in depth when designing and making their own quiz boards. They successfully use their knowledge and understanding of the subject to plan, make predictions, discuss their ideas, solve problems in creating the different circuits required and achieve the intended outcomes successfully. They cover the programmes of study in each of the attainment targets and develop a comprehensive knowledge of the primary science curriculum. Teachers in Year 6 involve pupils in good levels of discussion using scientific terms and pupils record their findings thoughtfully using their newly learnt vocabulary and skills accurately. This comprehensive approach has a good impact on the higher attaining pupils. Pupils of average and below average attainment also benefit from this approach and attain standards expected nationally.
92. The quality of teaching in infant classes is good. Teachers plan well to make good links with other subjects, successfully including English, mathematics and information and communication

technology to give breadth to the topics being taught. Good opportunities are provided for developing pupils' speaking and listening skills, as when Year 2 pupils were discussing the dangers of electricity. Many spoke confidently and gave good reasons for their views. In the junior classes the quality of teaching is satisfactory overall but good in Year 6. Teachers follow the amended scheme of work and skills are systematically developed year by year. However, in Year 6 there is much greater emphasis on breadth and depth of learning. Teachers have higher expectations of what pupils should know and these strategies successfully improve pupils' achievement.

93. Teachers make appropriate use of information and communication technology, by using the new software, to help with the classification, knowledge and understanding, particularly in the teaching of living things. Pupils enjoy science and they take pride in the way they record their work. Teachers mark the work regularly but targets for improvement are not often identified and this is a weakness. The co-ordinator is knowledgeable and provides good leadership. Information from the analysis of national test results and her observations of teaching and learning in the subject, resulted in changes in curriculum provision and improvement in opportunities for investigative work. Monitoring is carried out every second term and has contributed to the rise in standards. Assessment of pupils' learning is carried out at the end of various topics and at the end of each year. However, better use needs to be made of the information in Years 3, 4 and 5 to share targets with pupils, particularly the higher attainers. Resources are effectively organised for easy access and are used well to support pupils' learning.

ART AND DESIGN

94. During the inspection no art lessons were seen. Judgements, therefore, are based on evidence from talking to pupils and teachers, work displayed around the school and examining teachers' planning. Pupils of all capabilities at the end of Year 2 achieve standards that are in line with those expected nationally and they make satisfactory progress. Standards are higher than those expected at the end of the juniors and pupils make good progress overall. This is a significant improvement since the last inspection, when standards were below those expected throughout the school. Pupils with special educational needs make good progress and are supported well by their teachers and classroom assistants. Pupils with English as an additional language make similarly good progress.
95. The infants have satisfactory opportunities to explore a range of art activities. In Year 1, pupils are developing good skills in printing while using string to create symmetrical patterns. A group of Year 2 pupils talked enthusiastically, observing carefully through a viewfinder and using paints, crayons and chalks to create a landscape scene. Information technology is incorporated satisfactorily into the art curriculum and pupils remembered using the computer to create an image for a calendar at Christmas. Linked to this theme they explained, with pleasure, about using salt dough to make fridge magnets as a present for their mothers.
96. In the juniors, art and design is often linked well to other subjects. For example pupils in Year 3 had developed and painted some Celtic designs. In Year 4, they effectively linked their work to art in other cultures and had folded and crayoned paper to make Chinese masks, and created good pattern work when studying the Diwali celebration. A study of the Aztecs has been used in Year 5 to inspire work using a variety of media such as tissue and glue, to tell a story through a picture. Pupils in this year demonstrate a high standard of observational drawing with their still life drawings of fruit. The teacher of Year 6 has particular expertise in art and offers Years 5 and 6 wide experience in developing art and design techniques. Standards improve greatly at the end of the key stage as a consequence. Pupils in Year 6 evaluated containers as a stimulus for sketching, designing and creating their own. They also used bridges and houses when learning to draw in depth and distance and begin to bring shadowing into their work. There is evidence in

displays that pupils have investigated a range of materials and processes in their work. However, there is no use of sketchbook and this is unsatisfactory.

97. Teaching is satisfactory in the infants and good in the juniors where there is some evidence of a high standard of work particularly in observational drawing. A strength in the planning is the provision of a wide variety of activities, which are linked to other subjects, particularly history. Teachers motivate pupils well through careful guidance and support, encouraging them to reflect on their work and how they can improve. This was particularly evident when a Year 6 class very eloquently discussed their good observational drawings of containers. Pupils' response to art is good. Teachers give pupils of all ages suitable opportunities to develop their own interpretations of the work of famous artists through careful teaching and well-structured appropriate exercise. Year 2 pupils remembered the sunflower display they had created inspired by the work of Van Gogh. In Year 6 there are some very good examples of drawings of landscapes inspired by studying the work of Gauguin, Breughel and Cezanne. Art makes a satisfactory contribution to the provision made for developing pupils' spiritual awareness. Year 2 pupils had been discussing 'where God is' and have mixed paints carefully, painting pictures to illustrate this theme.
98. The school is using the nationally recognised scheme of work and there is now an art policy and this is an improvement since the last inspection. A new co-ordinator has been appointed who will take up post in the next academic year. She realises there is a need in the future for her to monitor art and design effectively, so as to raise the standards in all areas across the school and also to include more three-dimensional work, particularly clay modelling and use of fabrics in the curriculum.

DESIGN AND TECHNOLOGY

99. Standards overall are in line with those expected nationally at the end of both key stages, with some work of a good standard. This judgement represents an improvement over that of the previous inspection, which reported that pupils were not enthusiastic and had limited subject skills. Pupils, including those with special needs and those who speak English as a second language, have a sound foundation of experience and skills in Year 1 and by the end of Year 6, their achievement is appropriate and standards are broadly in line with national expectations.
100. Younger pupils are successful in carrying out carefully focussed practical tasks, which give experience of simple techniques. Pupils in Year 1 make pictures, in which a slider enables movement of a character or animal across a scene. These scenes are well finished using pupils' art skills. In Year 2 pupils are learning effective sewing skills alongside appropriate design experiments to ensure their hand puppets are of a correct size. They look at commercially produced puppets to inform their ideas. The skills gained here link appropriately to work in Year 6 where pupils use good imagination to design and create slippers using a variety of materials. Pupils' link their science skills effectively with design skills to incorporate electrical circuits in question and answer puzzle boards. Although the task is prescriptive pupils are learning about control mechanisms. Pupils in each key stage clearly indicated in discussion that they enjoy the subject. They talk about what they have made enthusiastically and are keen to point out their work. Pupils readily bring materials, equipment and useful design examples to school. In Year 2 pupils ask their teacher for more opportunities to continue their work. In Year 6, pupils were seen on video discussing each other's work constructively and grappling to solve problems of function co-operatively and with enthusiasm. They were helpful to each other and showed care with the resources and products. Girls and boys alike showed similar enthusiasm. Some pupils spoke of still retaining their models carefully at home. Pupils in the infants and juniors are beginning to evaluate the quality of their work, but not with sufficient regularity. In Year 6 worksheets prescribe and record the process of designing and constructing fairground rides. Some pupils use commercial kits to produce intricate working models, which demonstrate good skills in following plans and challenge pupils to ensure mechanisms and structure operate effectively together. Other pupils use flexible and rigid raw materials appropriately to make their working rides, which incorporate motors or gravity for power. Pupils, as yet, are not incorporating the opportunities of information and communication technology in design, control or finishing techniques.
101. Only one lesson could be observed but careful scrutiny of planning, display, photographic records and video footage, together with discussion and exemplification by pupils leads to a judgement that teaching is satisfactory overall. Teachers try hard to ensure that pupils are successful through the making of products which are clearly defined and the outcomes of which are often predetermined. This provides insufficient opportunity for pupils to trial, to modify or to evaluate their work. However, where teachers have more secure subject knowledge and greater confidence in the juniors, pupils are given more creative opportunity. The co-ordinator is beginning to develop a whole school approach to assessment.
102. The relatively recent introduction of the national guidelines has, together with the clear leadership of the subject co-ordinator and enthusiasm of the deputy headteacher at Year 6, strengthened the management of the subject and developed the continuity and progression of the tasks which pupils experience.

GEOGRAPHY

103. Standards are above national expectations at the end of the infants and juniors. The school has maintained standards since the previous inspection. Boys' and girls' achievements are satisfactory overall, but there are times when above average pupils are under challenged because tasks set are not sufficiently demanding, especially in the amount of recorded work that pupils are

- expected to complete. There is also an overuse of worksheets across the school, which prevents pupils from consistently developing enquiry skills. Pupils with special educational needs achieve in line with their peers as do pupils who speak English as an additional language.
104. By the end of Year 2, pupils have a clear understanding of physical and human features; using photographs they categorise these features correctly. Pupils accurately record and describe their route to school and annotate maps, for example, of the school. They have a good understanding of the ways in which people can damage or improve their environment and know that there are similarities and differences between different localities. In Year 1, pupils effectively describe clothes that are worn in Spain and Norway and identify the reasons for different forms of transport. Pupils in Year 2, develop their use of geographical vocabulary such as field, stream and valley appropriately.
105. By the end of juniors, particularly in Year 6, pupils make rapid progress in their knowledge and understanding; they discuss in detail a range of countries and themes they have studied, such as mountainous regions. They know and can describe differences in weather patterns and landscapes and have good knowledge of the impact of human behaviour on environments. Pupils understand how different maps can be used depending on the nature of the enquiry. For example, they knew that an atlas could be used to locate a desert, an ordnance survey map to find the source of an English river and an A-Z map to find a street in Manchester. In Year 3, pupils annotate maps of the British Isles and the world; whilst in Year 5, pupils study water and rivers. In Year 6 pupils are effectively developing the use of information and communication technology such as the Internet and CD Rom's for enquiry purposes.
106. Pupils' attitudes in both key stages are good, especially where teachers are enthusiastic and use motivating strategies for learning. Teaching in the infants is good; pupils progress well and show a genuine enthusiasm for the subject. In a Year 1 class the use of simple games not only helped the pupils to develop their understanding of direction but also engrossed them in what they were learning. Teaching at juniors is satisfactory overall, there is however an overuse of worksheets. Teachers in Years 3, 4 and 5 use this medium almost entirely for the work they do with the pupils. In these year groups the work sheets are either unmarked or inconsistently marked, this does not assist the pupils to develop their learning. In Year 6, teaching does allow for more independent work through research and enquiry and pupils' learning accelerates rapidly.
107. Leadership of subjects is satisfactory. However, as yet, there is no whole school programme of assessment to enable pupil's progress to be tracked throughout school. Since the last inspection a new scheme of work has been adopted and this is satisfactory improvement. The co-ordinator is aware that it needs to be monitored carefully to ensure continuity and progression in the key skills of enquiry and recording.

HISTORY

108. The attainment of pupils at the end of Years 2 and 6 is in line with that expected and progress is satisfactory. This represents a decline in standards since the previous report, where they were above national expectations.
109. Teaching is satisfactory throughout the school. All boys, girls and pupils who speak English as a second language achieve satisfactorily as do pupils with special educational needs. In the infants, pupils are helped to develop a suitable sense of the passage of time by considering how changes affect their own lives and their families. They are able to talk about changes in particular aspects of life in the last hundred years, for example with reference to different types of transport and in relation to leisure activities, including holidays at the seaside. In Year 2, the pupils' attention is turned to events of more national significance. They know why Remembrance Sunday is celebrated and what it commemorates. Pupils have also learnt about the coronation of Queen Elizabeth II and know she is about to celebrate her Golden Jubilee. Elementary skills of historical

enquiry have been practised, for example in relation to drawings of Guy Fawkes containing items that are historical anachronisms.

110. In the juniors, teachers provide all groups of pupils with suitable opportunities to develop historical knowledge and understanding with reference to specified periods and topics, such as how British society was affected by settlement by the Romans. In some classes, the broader implications of the specific historical study are neglected and pupils are simply provided with facts about specific events. In a history lesson in Year 3, pupils were provided with information both from a video and from work sheets about foods eaten by Romans. They were also given the opportunity to taste some of the variety of foods thanks to the assistance of a parent helper. However, none of the pupils were suitably challenged by the task assigned. There was no expectation for them to complete it. The over-reliance on worksheets in the lower juniors' classes limits the capacity of higher attaining pupils to communicate their findings in different ways. Evidence from the scrutiny of written work indicates that too much time is spent in colouring illustrations in the worksheets or, in one class, in simply copying from the board.
111. In contrast to this, teaching in Year 6 is good overall. In a very good lesson observed in Year 6, pupils made very good use of reference books, annotated in advance by the teacher, to get information about the experiences of children, parents and employers in Victorian times. This gave them an awareness of social issues. The lesson was effectively linked to literacy. Pupils were asked to report their findings orally in response to questions asked by the teacher, who adopted the role of chairman of an enquiry into working conditions. This lively approach captured the interest of all pupils, and they were all able to contribute at an appropriate level. The quality of their response and progress made was attributable to the very good teaching.
112. The newly appointed co-ordinator, as yet, does not have sufficient overview of how the pupils' knowledge and understanding in history develops across the school, nor how skills of historical enquiry and interpretation or of chronological understanding, develop. There are no procedures for monitoring or assessing teaching or attainment in history. School resources and external sources to assist in the teaching of the revised history curriculum are limited; but some teachers make good use of the facilities provided by the local library service to obtain reference books on the topics being studied. The range of pupils' historical knowledge is negatively affected in Years 5 and 6 by the limited amount of curriculum time devoted to the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The school's provision for information communication technology is satisfactory and by the end of Year 2 and Year 6, pupils achieve at a satisfactory rate and attain expected levels. This is a similar judgement to the previous inspection. However, improvements have been made in resources, which were previously judged to be barely adequate. These together with the new scheme of work and new assessment procedures indicate that the school has the capacity to raise standards further.
114. The improvements, which have taken place with the creation of the computer room, have created a new stimulating learning environment for the subject. The previous and current co-ordinators have led development in the subject and new training support for teachers commences later this term. As a result, all teachers have greater confidence and expertise and use the new resources to good effect. Better planning, guided by a new scheme of work, provides detailed learning objectives to meet the needs of all pupils in each year group. As a result, the development of pupils' subject skills is improving.
115. In Years 1 and 2, pupils learn how to operate computers from an early age. They learn to access programs and graphics using the mouse control and use the keyboard to respond to literacy and numeracy challenges successfully. Tape recorders and listening stations are used at selected

times to improve pupils' listening skills and to enhance their enjoyment of literature. Year 1 pupils were observed using a Roamer floor model for the first time. They quickly learnt how to enter a simple sequence of instructions to make it move forward to a given target. Year 3 pupils develop satisfactory skills using a database program. They collect information about themselves now and when they were a baby. They sort the information and present it in a range of different ways, such as block graphs and 'scattergrams', showing the relationships between height and hand-spans. Other new skills are introduced such as composing musical phrases in Year 4 and designing eye-catching posters by selecting different font styles, sizes and colours in Year 5.

116. Pupils in Year 6 systematically extend their knowledge and understanding in control work by creating instructions to move a screen model along a set route. They also create cells in spreadsheets and use them to present comparisons and averages in good links with mathematics work. Teachers provide stimulating learning experiences and all pupils are motivated by the new developments in the subject, discuss their work enthusiastically and have good attitudes to technology. A suitably qualified assistant provides effective support for teaching and learning. By the end of Year 6, pupils are aware of the importance of information communication technology in their lives when accessing the Internet to gather information in a range of subjects such as monitoring and interpreting information about weather conditions in Europe. They share ideas well and support each other positively. As a result of the co-ordinator's determination to provide the best for all individuals, regardless of their background or prior attainment, all pupils are more and more confident in their use of computers. Most, including those who speak English as an additional language and those with special needs, make satisfactory progress in their learning and attain expected levels.
117. The quality of teaching is satisfactory overall. The direct teaching and reinforcement of skills takes place in focused sessions each week. Suitable opportunities are provided during other lessons to enable pupils to put their ideas into practice, in the context of most other subjects. Teachers and support assistants have a sound knowledge of computing and plan appropriate links with most other curriculum subjects. Pupils work mainly in pairs and this successfully promotes their social development and ensures that all are included in the planned tasks. Resources are much improved since the previous inspection with the new computer suite and the increased number of computers. Teachers make suitable use of the Internet and a digital camera to extend learning at appropriate points in the progression of skills and understanding. The new co-ordinator is beginning to provide good support and leadership. His new development plan aims to raise the status of the subject. The school has also recently introduced assessment procedures that are aimed at matching work more accurately to the individual needs of the pupils. The school is well placed to make further progress in the subject.

MUSIC

118. Standards of attainment are in line with national expectations at the end of both key stages. This represents a fall in standards since the previous inspection when standards were judged to be above national expectations. This is in part due to the loss of specialist teaching across the school and also a reduction in the time allocation for the subject in Years 5 and 6. Teaching is satisfactory at both key stages and is enhanced by high-quality peripatetic instrumental tuition. Boys and girls achieve satisfactorily throughout the school. By the end of Year 2, pupils' singing is satisfactory, they sing tunefully but sometimes the pitch is not always secure. Pupils recognise sounds and maintain beat in simple tunes, but they find more complex patterns harder to follow. In discussion, pupils know the names of untuned instruments, how they are played and can play simple tunes, but they lack the confidence to be able to describe how they could make improvements on these tunes. Whilst pupils in Year 1 are developing their abilities to represent sounds pictorially, Year 2 pupils are unsure of how symbols can do this.

119. In the juniors, singing remains satisfactory and, on occasion can be good, for example in Year 4 where pupils sang an African song, which made a good contribution to cultural development. Whilst pupils at the end of the key stage do not understand the meaning of words including pitch, tempo or duration they speak enthusiastically of a project where they are adding musical sounds to create an effect to 'alien' stories they are writing. Pupils in Year 5 interpret satisfactorily the music of Grieg with sensitive and very individual paintings. However, the skills of appraising music are generally under developed, whilst pupils know that they listen to music at some assembly times they do not easily recall the names of composers or comment on how music can make them feel. In a lesson where pupils were using instruments to create sound and keep rhythm they were not given opportunity to pause and reflect on their work.
120. All groups of pupils throughout school have satisfactory attitudes. Infant pupils showed enthusiasm in a lesson where they sang a simple 'caterpillar' song with visible enjoyment. In the junior classes, attitudes remain satisfactory, in Year 4 pupils enjoy and are involved in a singing and dancing project, although at times a minority of boys ruin the performance for the other pupils. Year 6 pupils say they enjoy 'singalong' sessions and listening to their teacher play his keyboard. Most, including those who speak English as an additional language and those with special needs, make satisfactory progress in their learning and attain expected levels.
121. The co-ordinator, who has considerable subject expertise, gives advice to colleagues in the area of planning but has not had the opportunity to monitor the quality of teaching and learning. There are no formal procedures for monitoring or assessing pupils' work. As yet, there are too few links with information and communication technology.

PHYSICAL EDUCATION

122. Pupils make sound progress and standards overall are in line with national expectations at Year 2 and Year 6. This judgement represents an improvement on that of the previous inspection when standards in infants were below those expected, and standards in gymnastics and dance were judged to be weak in the juniors. The school is fully committed to inclusion and all pupils have full access to all activities and pupils who speak English as an additional language and those who have special needs make sound achievement and attain satisfactory standards.
123. The quality of teaching and learning is satisfactory overall throughout the school, but spans the range from unsatisfactory to good. Teachers organise and manage their pupils well and give clear explanations of the process of the lesson. Both boys and girls enjoy the subject and pupils try very hard to please their teachers. They co-operate well and take and offer turns, usually regardless of gender. They organise themselves well in group situations. Their enthusiasm and competitive spirit promotes the quality of their learning. Teachers set a good example in ensuring appropriate warm-up routines are carried out appropriately. In the better lessons teachers have good subject knowledge and ensure that pupils spend a maximum of time developing their skills and understanding. Some lessons are less successful because pupils have insufficient opportunity to learn from each other or to evaluate performance to improve its quality. Effective use is made of classroom assistants to support larger classes.
124. Gymnastics skills have improved and are of a satisfactory standard but are not consistently secure across the school. In Year 2, however, pupils practice shapes and actions and begin to put them into appropriate sequences in floor work. They are less successful in translating the work on apparatus because, sometimes, that apparatus is not well matched to performing the sequences, which the pupils have rehearsed. Pupils in Year 6 are able to develop imaginative sequences and perform them appropriately.
125. Pupils' dance skills and interpretation are good and sometimes very good when the teacher has secure knowledge and personal capability. A Year 3 class displayed rhythmic interpretation and

strong form when they copied the good example demonstrated by their teacher. They went on to create their own effective dance imagery in groups. Both boys and girls showed equal skill and enjoyment and maintained their enthusiasm throughout the lesson. A video of Year 5 pupils showed how they prepared a very well constructed dance routine based on the story of the life of a river. Individual units of dance forms were integrated well to create changes of atmosphere and pace. This work was prepared for a festival with the help of a local education authority adviser.

126. Games and competitive sports continue to be a strength of the school. Pupils move easily and demonstrate good running style. They exercise good hand eye co-ordination. In a Year 3 games lesson pupils made good progress in striking skills, developing from simple bouncing, to controlling the ball in a simple game of tennis. Pupils practised hard and, by the end of the lesson, the majority of pupils could maintain a short rally. Some pupils displayed very good judgement in placing the ball. Pupils worked co-operatively and moved appropriately to anticipate ball position. Pupils in another Year 3 group demonstrated improving throwing skills using equipment ranging from beanbags to quoits to balls. These skills progress through the school to Years 5 and 6 where pupils have opportunities to play competitive team games. The school's trophies demonstrate they are successful in area competitions. Most pupils will achieve their twenty-five metres swimming standard at the end of their time in school. Older pupils are encouraged to participate in appropriate residential visits and this aids their physical development.
127. The management of the subject is good and the co-ordinator has a good understanding of the needs of the subject and has developed a detailed plan of actions and training for teachers, to support improvement. He is aware of the need for further support for gymnastics and dance teaching and has planned for this. The policy for the subject is good. The co-ordinator has provided good support for colleagues through the overall subject plan and lesson plans to guide teaching. He broadens pupils' opportunities very significantly by the large amount of time, enthusiasm and commitment he invests in after school clubs, supported by other teachers. These clubs provide games and athletic training, making a positive contribution to the moral education of those who attend. There is sufficient equipment but some is looking worn, for example some small bats have jagged edges. There is insufficient displayed guidance to both pupils and staff on safety practice in the hall. This is particularly important to ensure appropriate equipment is used. Further, the area is small and especially so for larger classes.