

INSPECTION REPORT

**ST GREGORY'S CATHOLIC PRIMARY
SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119609

Headteacher: Mrs Evelyn Scanlan

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 248039

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Blackpool Road
Deepdale

Postcode: Preston
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Appropriate authority: Governing body

Name of chair of governors: Mr Chris Smith

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------------|----------------------|---|---|
| 21184 | Mr Alan Fullwood | Registered inspector | English Information and communication technology Music Physical education | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? |
| 11392 | Dr Terry Heppenstall | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 2433 | Mr Ian Bennett | Team inspector | Science Design and technology Geography History Special educational needs English as an additional language Educational inclusion | |
| 20815 | Mrs Pat English | Team inspector | Foundation Stage Mathematics Art | How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Gregory's, situated in the Deepdale area of Preston, is smaller than the average-sized primary school. The number of pupils on roll has declined in recent years and currently there are 173 boys and girls on roll, taught in seven single-aged classes. There are at present 29 Foundation Stage children in the reception class. The school mainly serves the surrounding area, but a small number of pupils come from further afield. The percentage of pupils identified as having special educational needs is broadly in line with the national average. The percentage of pupils eligible for free school meals is above the national average. Twenty-one pupils have English as an additional language, but none are at an early stage in the acquisition of English. The attainment of children on entry to the school, although wide ranging, is below average.

HOW GOOD THE SCHOOL IS

St Gregory's is an effective school where pupils achieve well in English and mathematics by the time they leave. It provides a satisfactory education for its pupils and is led and managed satisfactorily. The school provides satisfactory value for money.

What the school does well

- It enables pupils to achieve good standards in English and mathematics by the time they leave the school.
- The provision and teaching in the Foundation Stage.
- It makes good provision for pupils' spiritual, moral, social and cultural development in a caring Christian ethos.
- It successfully encourages pupils to develop good attitudes to learning and to behave well.

What could be improved

- Curriculum planning and the time given to art, design and technology, history and geography.
- The quality of marking of pupils' work.
- Systems for monitoring teaching and learning and the effectiveness of self-evaluation procedures.
- The effectiveness and quality of the individual education plans for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in November 1997. Progress has been slowed by a significant number of staff changes as a result. However, standards in English and mathematics have improved since the last inspection, as have standards and curriculum provision in information and communication technology and design and technology. Pupils are taught a range of strategies for reading and writing, and support for pupils with special educational needs is satisfactory. Close monitoring of teaching and learning has improved in English and mathematics but is not systematic enough in other subjects to improve their quality or effectiveness. Procedures for tracking pupils' attainment

have been improved in English, mathematics, science, and information and communication technology, but are underdeveloped in other subjects. Curriculum planning has been improved by the adoption of national guidelines in most subjects, but in some subjects they have not been sufficiently adapted to ensure that knowledge, skills and understanding are developed systematically as pupils move through the school. There is still much to do, but the school knows the areas that need attention and is well placed to make further improvement.

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 |
| | 2000 | 2001 | 2002 | 2002 |
| English | E | D | C | B |
| Mathematics | E | C | B | A |
| Science | E | E | C | B |

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

The above table shows that in the 2002 National Curriculum tests at the end of Year 6, pupils' standards of attainment in English and science were in line with national averages for all schools, and above the average for similar schools. Pupils' attainment in mathematics was above the national average and well above the average for similar schools.

Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English and mathematics is above national expectations and that pupils are making good progress and achieving well in relation to their attainment at the end of Year 2. Pupils' attainment in science is in line with national expectations and they make satisfactory progress in relation to their prior attainment. Standards in other National Curriculum subjects are also in line with national expectations and pupils make satisfactory progress and achieve as well as they should. However, too little time is given to the teaching of art, design and technology, history and geography and this has a negative impact on standards. Standards in English, mathematics, design and technology, and information and communication technology have improved since the time of the last inspection and been maintained in other National Curriculum subjects.

National Curriculum test results at the end of Year 2 in 2002 showed standards of attainment in reading and mathematics to be well below both the national average and that for similar schools. In writing, standards were below the national average but in line with the average for similar schools. Teacher assessments in science showed pupils' attainment to be below average. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in all National Curriculum subjects. Pupils make satisfactory progress and achieve appropriately in relation to their capabilities and their attainment on entry to the school. Standards have been maintained since the time of the last inspection, except in English, mathematics, design and technology, and information and communication technology, where they have improved.

Children make good progress in the reception class. Most are on track to achieve the Early Learning Goals in all areas by the end of the Foundation Stage and to achieve well in relation to their attainment on entry to the school and their capabilities.

Pupils with special educational needs are given appropriate support and make satisfactory progress in relation to the targets set for them in their individual education plans. Pupils with English as an additional language are given good support and make the progress they should in relation to their capabilities.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Pupils enjoy coming to school, and are interested in their lessons and keen to participate. Their attitudes have improved since the previous inspection and parents are aware of this improvement. |
| Behaviour, in and out of classrooms | Good. Pupils respond well to teachers' high expectations of their behaviour. They are polite, responsible and trustworthy, and this helps them to progress. Six fixed-term exclusions were made in the previous year. |
| Personal development and relationships | Good. Pupils respond well to the opportunities provided by the school for them to show initiative and take responsibility. Good relationships between pupils, and between pupils and adults, ensure that there is a calm, working atmosphere in the school. |
| Attendance | Unsatisfactory. Attendance levels, although they have improved in recent times, are still below the national average. This is mainly due to the poor attendance of a small number of pupils. Punctuality is also poor for a small group of pupils. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|--------------|--------------|
| Quality of teaching | Good | Satisfactory | Satisfactory |

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

The quality of teaching is satisfactory overall, and varies from very good to satisfactory. Teaching in mathematics is good in Years 3 to 6 and pupils make good progress as a result. Teaching is also good in science in Years 1 and 2. Otherwise teaching is satisfactory in all other National Curriculum subjects. In the better teaching, the pace and challenge of the work ensure that pupils apply themselves well and make good progress.

The quality of teaching is consistently good in the reception class and children make good progress as a result. Staff work well as a team and there is a good balance between teacher-directed activities and those which pupils choose for themselves. Teachers have a good understanding of how the youngest children learn, their planning is detailed and good use is made of assessment to match work to individual needs. Teachers have very high expectations and lessons are generally brisk and exciting.

The quality of teaching for pupils with special educational needs is satisfactory. The additional support provided for pupils is effective in ensuring that they make appropriate progress.

Withdrawal or support work is carefully planned but does not focus sufficiently on the targets in pupils' individual education plans. Pupils with English as an additional language receive good support and make good progress as a result.

Satisfactory use is made of homework to support pupils' learning at home, but the setting of homework is generally inconsistent. Teachers' marking rarely tells pupils how they could improve their work. Good use is made of assessments in English, mathematics and science to plan future work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum provided is good for children in the Foundation Stage and satisfactory for pupils in Years 1 to 6. Although statutory requirements are met, insufficient time is given to art, design and technology, history and geography, and this limits the progress pupils make in these subjects. The school has good links with the community and very good links with partner institutions. |
| Provision for pupils with special educational needs | Satisfactory. Pupils are well supported by staff, but individual education plans are not effective working documents and are not used to plan work for pupils. |
| Provision for pupils with English as an additional language | Good. Good support ensures that these pupils make appropriate progress in lessons. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Good. The provision made for pupils' spiritual, moral, social and cultural development is a strength of the school. The strong Catholic ethos of the school ensures that pupils have frequent opportunities to reflect on spiritual matters, to embrace a range of other faiths and cultures, and to know the difference between right and wrong. Great emphasis is given to building good relationships between staff and pupils and to encouraging pupils to take responsibility for their own actions. |
| How well the school cares for its pupils | Good. Caring is an essential part of the school's ethos and is given a high priority by all staff. Effective procedures are in place for monitoring pupils' attainment and progress in English, mathematics, science, and information and communication technology, but in other subjects these procedures are underdeveloped. |

The school has established an effective partnership with parents. However, the contribution they make to their children's learning at school and at home is unsatisfactory. A minority of parents give good support to the school and their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other | Satisfactory. The headteacher provides a clear direction for the work of the school. She is ably assisted by staff. Many teachers are new to their management roles, which are still |

| | |
|-----------|---|
| key staff | underdeveloped in monitoring curriculum provision and the standards pupils achieve. |
|-----------|---|

| | |
|--|--|
| How well the governors fulfil their responsibilities | Satisfactory. The governing body is supportive of staff, pupils and parents. After a significant number of changes of governors, the governing body is beginning to be more strategic in its thinking and to more closely monitor the work of the school for itself. |
| The school's evaluation of its performance | Satisfactory. Procedures for evaluating the impact of the school's work on pupils' standards and achievement have been introduced in some areas of the curriculum. However, they are not rigorous enough to identify what works and what does not. |
| The strategic use of resources | Satisfactory. Specific grants are used for their intended purposes. The budget is effectively linked to school developments. Governors review spending, and systems are in place for ensuring that the principles of best value are followed. |

There are an adequate number of staff to meet the demands of the curriculum. The accommodation and level of learning resources are satisfactory.

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 enjoy coming to school. • Staff are approachable. | <ul style="list-style-type: none"> • The amount of homework their children receive. • How closely the school works with them. |

Inspectors agree with parents' positive views of the school. Evidence from the inspection indicates that the school provides satisfactory information about pupils' attainment and progress, and parents' attendance at consultation evenings is good. However, inspectors agree that reports do not give enough information on how pupils could improve their performance. Inspectors agree that the setting of homework is inconsistent across the school, but that the amount of homework set, including reading, is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Overall, children make good progress during the Foundation Stage and achieve well in relation to their abilities and attainment on entry to the school, which is below average. Most are on track to achieve the Early Learning Goals in all areas by the end of the Foundation Stage. Children with special educational needs and those for whom English is not their first language also make good progress.

- 2 In the 2002 National Curriculum tests at the end of Year 2, pupils' attainment in reading was well below the national average for all schools and writing was below average. In comparison with those in similar schools, results were average in writing and well below average in reading. Girls generally perform better than boys but not significantly so. The trend in the performance of pupils in reading and writing has varied from year to year, but in 2002 standards rose in reading but fell in writing. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is average in all aspects of English and that they are making satisfactory progress in relation to their attainment on entry to Year 1. Most pupils speak confidently in class but find greater difficulty in listening to instructions or the views of others. With the encouragement of their teachers they communicate their ideas clearly. Most pupils read simple, known texts confidently, using a range of different strategies. Pupils' standards in writing are average and they can write in a range of formats. However, they are given few opportunities to write creatively or extensively. Marking is supportive but rarely comments on how pupils can improve their work. Spelling is generally weak.

- 3 In mathematics, pupils' results in the 2002 National Curriculum tests at the end of Year 2 were well below the national averages for all and for similar schools. Standards have varied from year to year but rose sharply in 2001 and were maintained in 2002. Boys performed better than girls but not significantly so. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations. Pupils, including those with special educational needs or English as an additional language, make satisfactory progress and achieve as well as they should. Effective use is made of national guidelines in systematically developing pupils' knowledge, skills and understanding of number, weight, length, capacity, shape and time. Standards have been maintained since the last inspection.

- 4 Teacher assessments in science at the end of Year 2 in 2002 show that the percentage of pupils reaching the expected Level 2 is below the national average, and the percentage attaining the higher Level 3 is well below average. The attainment of the current group of Year 2 pupils is in line with national expectations, and they are making satisfactory progress. They have a satisfactory knowledge and understanding of all aspects of science in the National Curriculum and through regular practical work understand what is needed to make a test 'fair'. They apply their numeracy and literacy skills well in measuring and writing up their results, but opportunities to use information and communication technology are few.

- 5 By the end of Year 2, pupils' standards in information and communication technology are in line with national expectations and they make satisfactory progress and achieve appropriately in relation to their capabilities. They can change the style and size of their text when presenting information for different audiences and use simple art

programs to compose pictures. They open and close known programs independently and are beginning to use CD ROMs to find relevant information. At the time of the inspection the computer suite had only been open for less than a month, and pupils are not yet making sufficient use of their computer skills in other curriculum subjects. Standards have been improved since the last inspection due to the better provision made for the subject.

- 6 By the end of Year 2, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained except in design and technology, where they have improved.
- 7 The results of the 2002 National Curriculum tests in English at the end of Year 6 showed pupils' attainment to be in line with the average for all schools and above the average for similar schools. Standards were maintained between 1999 and 2001 and improved in 2002. Evidence from the inspection indicates that pupils' standards of attainment are above national expectations in speaking, listening and reading and in line with them in writing. Standards have been improved since the last inspection. By the end of Year 6, most pupils are articulate and confident when putting forward their ideas. Higher-attaining pupils are articulate and use a wide vocabulary when explaining their views and presenting their ideas. Reading skills are good and the vast majority of pupils are secure and independent readers. Pupils' standards in writing are average. By the end of Year 6, pupils write for a wide variety of purposes and their work is well organised and clear. Their spelling is less well developed. Too few opportunities are given to pupils to write extensively and apply what they have learned in more open-ended situations. Work is marked well and pupils' targets are clearly indicated in the front covers of their books. However, these targets are not always precise enough to let individual pupils know what they need to do to improve. All pupils make good progress in speaking, listening and reading and satisfactory progress in writing.
- 8 In the year 2002 national tests in mathematics at the end of Year 6, pupils' attainment was above the average for all schools and well above the average for similar schools. Standards have shown a consistent upward trend over the last three years. Evidence from the inspection indicates that pupils' standards of attainment are above national expectations and that most make good progress and achieve well in relation to their attainment at the end of Year 2. By the age of 11, pupils have a good understanding of number and understand the relationship between fractions, percentages and decimals. Most are able to extract, interpret and represent data in tables, pie-charts and graphs, and identify the mode, median, mean and range in a set of data. Standards have improved since the time of the last inspection.
- 9 In science, the results of the year 2002 National Curriculum tests at the end of Year 6 showed pupils' attainment to be in line with the average for all schools and above the average for similar schools. Standards have shown an upward trend since 2000. The attainment of the current group of Year 6 pupils is in line with national expectations and most make satisfactory progress. Pupils with special educational needs or English as an additional language are well supported and attain well. Most pupils carry out a 'fair' test independently and have a sound understanding of scientific concepts. They make good use of scientific terminology when explaining their work. However, in science, few opportunities are given to pupils to use information and communication technology when recording their work.

- 10 Pupils' attainment in information and communication technology is in line with the national expectations at the end of Year 6 and they make satisfactory progress. They regularly use computers to organise and present information, and to compose pictures using art programs. They are confident in using the Internet to communicate with others and to access information. Standards have been improved since the last inspection.
- 11 By the end of Year 6, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. They make satisfactory progress. Standards have been maintained except in design and technology, where they have improved.
- 12 Pupils with special educational needs are given appropriate support and make satisfactory progress in achieving the targets set for them in their individual education plans. Pupils with English as an additional language are given appropriate support and achieve satisfactorily in relation to their capabilities. Extra support in English and mathematics ensures that these pupils have full access to the curriculum.

Pupils' attitudes, values and personal development

- 13 The pupils like school. At the start of the school day they settle promptly into well-established routines and their attitudes to work are good. In over half the lessons observed in the inspection, attitudes and behaviour were judged to be good or better. The pupils are interested in their lessons and keen to participate. Also, across all the age groups they are pleased to demonstrate skills or knowledge. For example, there were many volunteers in a Year 1 class to act out the role of the giant in 'Jack and the Beanstalk' and, similarly, in a Year 6 English lesson, to read their reports about the dangers of smoking. Pupils' good attitudes have a positive impact on the progress they make and the standards they achieve. Attitudes to work have improved since the previous inspection and parents are very happy with the attitudes and values that the school promotes.
- 14 Behaviour is good overall. During breaks it is very good. The pupils respond well to the teachers' high expectations and this allows unacceptable behaviour to be dealt with effectively. The pupils are trustworthy; for example, security measures are not needed for the school's resources. Pupils are courteous, which is appreciated by the support staff, and they look after property well. Parents are satisfied with the standards of behaviour, which have been maintained at a high level since the previous inspection. Six fixed-term exclusions were made in the previous year concerning three boys with emotional and behavioural difficulties. The good behaviour helps to create a calm and orderly atmosphere which helps the pupils to progress.
- 15 The pupils are caring and very sensitive to the needs of others. For example, they are attentive when fellow pupils are speaking or demonstrating to the class. Several charities are supported. During a discussion during the inspection with a group of pupils of varying ages, very mature views were presented about the impact of poor behaviour on others and about the consequences of expulsion. Even the children in reception have a spiritual awareness, which was demonstrated, for example, in a discussion about special places. The school is very well integrated. Relationships are good, and boys, girls and different ethnic groups all get on well together. The pupils like their teachers and believe that they are well supported. All these attitudes help the school to be inclusive.

- 16 The pupils' personal development is good. Pupils of all ages respond well to adults and to the opportunities provided by the school for them to show initiative and take responsibility. Examples, which apply mainly to Year 6 pupils, include phone monitoring at lunchtime, being house captains and helping with younger pupils in a 'buddy' scheme. The pupils who carry out these tasks believe they are worthwhile and, equally importantly, they are well regarded by the rest of the school.
- 17 Attendance is unsatisfactory. In recent years the attendance level has been well below the national average. It is still below in the current year, but there has been an improvement. The level of unauthorised absence is high. Inappropriate attitudes to attendance by a small group of families are an important contributor to this picture and affect the learning opportunities of their children. Punctuality is also poor for a small group of pupils. Registration periods start promptly and are managed efficiently, allowing lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

- 18 Overall, the quality of teaching and learning is satisfactory and varies from very good to satisfactory. It was good in approximately a quarter of lessons and very good in a few lessons.
- 19 The good progress children make in the Foundation Stage owes much to the consistently good quality of teaching. It is characterised by the teacher's knowledge both of the curriculum and of how children systematically develop knowledge, skills and understanding. This is evident in the clearly-identified learning objectives for each session that build on current learning, and the balance achieved between activities which are adult directed and those which children choose for themselves. These stimulate interest and suitably challenge all children. This is obvious in the enthusiasm and delight shown by the children as they work. However, where whole-class teaching sessions in language, literacy and mathematics become protracted and children are sitting on the carpet for long periods, it is difficult for them to sustain active involvement. The support for the development of basic skills permeates all activities and is achieved by the high-quality teamwork between the teacher and support staff. This enables each to assess understanding and provide informed intervention to move learning forward as opportunities arise. For example, when children are reading together the nursery nurse asks, "How do the frogs feel?". The child who offers "Happy" is carefully encouraged to respond in a sentence. Assessment from such contact is systematically recorded and used to inform planning and track individual progress.
- 20 In Years 1 to 6, the quality of teaching is satisfactory overall and varies from very good to satisfactory. In the better teaching, the pace and challenge of the activities provided for pupils are high and ensure that they are motivated to give of their best. Teachers mainly plan lessons around clear objectives, but these are sometimes activities rather than what teachers want pupils to achieve by the end of the lessons. Lessons are generally structured well and teachers use a variety of resources to support pupils' learning. Teachers question pupils appropriately and encourage them to answer questions by always valuing what they have to say. However, questioning often asks pupils to supply a particular word or phrase rather than encouraging them to give appropriate alternatives. Teachers make good use of praise to encourage pupils' self-esteem. However, the pace of lessons, although appropriate, is not sufficiently challenging to bring the best out of pupils or to encourage them to work hard. The teaching of literacy and numeracy is generally satisfactory. Teaching is good in

numeracy in Years 3 to 6, and good in literacy in Year 6. Teaching is also good in Years 1 and 2 in science. In these lessons the pace of work is brisk and the activities provided successfully motivate pupils to take a very active part in discussions and question-and-answer sessions. Generally, teaching in the Year 6 class is good and pupils make good progress and achieve well as a result. Appropriate use is made of pupils' literacy and numeracy skills in other subjects of the curriculum, but there is little evidence of pupils using their computer skills in many subjects.

- 21 The teaching of pupils with special educational needs is satisfactory. The additional support provided for them ensures that they can fully participate in lessons and they make appropriate progress. Withdrawal or support work is carefully planned but does not focus sufficiently on the targets in pupils' individual education plans. The school's approach to inclusion ensures that teachers and support staff are able to meet all pupils' learning needs.
- 22 Satisfactory use is made of homework to support pupils' learning at home, but the setting of homework is generally inconsistent. Teachers' marking rarely tells pupils how they could improve their work. Good use is made of assessments in English, mathematics and science to plan future work.

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

- 23 The curriculum provided is good for children in the reception class and satisfactory overall for pupils in both infant and junior classes.
- 24 The curriculum for the youngest children demonstrates clearly the importance the school places on fostering positive attitudes to learning. The national advice is used well to provide a well-structured programme of practical learning experiences in all the recommended areas of learning for children of this age. This makes a significant contribution to the good progress these children make towards the nationally agreed Early Learning Goals and ensures a smooth transition to the work of the National Curriculum at the time best suited to each child.
- 25 The school's positive ethos clearly shows a commitment to providing all pupils with equal access to a broad curriculum that supports intellectual, physical and personal development. Whole-school policies ensure that statutory requirements are met for all subjects of the National Curriculum. This represents improvement since the previous inspection, when requirements were not fully met in information and communication technology and design and technology. Through a suitable range of policies very effective provision is made for pupils' personal, social and health education. These include both sex education and the raising of awareness of the consequences of drug and alcohol abuse. All pupils are effectively prepared for the subsequent stages of education.
- 26 The organisation of the curriculum to achieve balance is generally satisfactory. There are strengths but some important areas that are not developed well enough because either insufficient time is given to them or planning is unsatisfactory. Since the last inspection a useful curriculum map has been developed indicating when Programmes of Study are to be taught as pupils move through the school. The senior management team has effectively adopted the advice of the National Literacy and Numeracy Strategies as schemes of work for English and mathematics. The progress pupils make in these subjects owes much to the well-considered

adjustments teachers make to meet pupils' specific needs as they arise. The school has successfully adopted the schemes of work devised by the Qualification and Curriculum Authority to support planning for science and the foundation subjects other than music. However, they have not been sufficiently adapted to meet the needs of this school to ensure that the knowledge, skills and understanding associated with each subject are developed systematically as pupils move through the school, such as providing a wide range of experiences in art. Where teachers make appropriate links with other subjects when planning work, the curriculum is enhanced, such as when pupils learn about Tom Finney when learning about the history of the locality. However, opportunities to do so are too often overlooked.

- 27 In response to the findings of the last inspection, the use of teaching time allocated to each subject has been reviewed. The time allocated to English, mathematics and religious education demonstrates the importance the school places on the development of these subjects. However, where these exceed average allocations and time for non-teaching activities is also included, the time available for subjects such as art, design and technology, history and geography is significantly reduced. This has a limiting effect on the overall richness of the curriculum and the progress pupils make in these subjects.
- 28 The curriculum is supported by the provision of a range of extra-curricular activities similar to that found in many schools. There are after-school clubs for seasonal games, cookery and sewing, although most of these are arranged for junior pupils. Visitors and field trips, for example, to historical sites and Manchester Airport, make a significant contribution to pupils' understanding and personal development.
- 29 Support for pupils with English as an additional language is good. The school has recently appointed a teacher assistant to work specifically with pupils who are at an early stage of English acquisition. She provides good and appropriate support, and ensures that these pupils make appropriate progress in lessons.
- 30 The school ensures that all pupils have equal access to the curriculum and deploys support staff effectively to promote this. The improvements currently being made in assessing and monitoring the attainment of pupils, and particularly the tracking of their progress, allows teachers to identify what each pupil needs to do to improve attainment.
- 31 There is satisfactory provision for pupils with special educational needs. They are well supported by the co-ordinator for special educational needs and the support staff. However, their individual education plans are unsatisfactory; they are not effective working documents and there is no evidence that teaching or support staff consistently update them. They often contain jargon and are therefore not necessarily easy for parents to understand. Not enough emphasis is given to the teaching strategies to be used or to the specific targets for the pupils. The school does hold three evenings each year when parents of pupils with special educational needs can meet the class teacher to discuss the progress made and the needs of their children. This ensures that parents are kept fully informed of their children's progress and the ways in which they can help them at home.
- 32 The school has good links with the community. School provisions, such as the computer suite and a teacher to help develop self-esteem, have been improved with help from local funding schemes. The school also provides support for a local charity. There are visits to many places of interest, such as Manchester Airport, and a range of visitors, mainly theatre groups, come to the school. Also, there is

- participation in community projects such as 'Dads and Lads' and 'Better Reading Partners', which support pupils' learning.
- 33 Links with partner institutions are very good. Involvement with a beacon school provides a range of resources and help with the development of information and communication technology. A local college provides sports facilities and help with training. This is particularly useful given the absence of a field on the school site. Pupils from a nearby special school visit St Gregory's on a regular basis and this contributes to personal development. Arrangements to transfer pupils to secondary school are good.
- 34 The provision for pupils' spiritual, moral, social and cultural development is good overall. It is a strength of the school.
- 35 The provision for pupils' spiritual development is good. Assemblies provide appropriate opportunities for them to reflect on important aspects of life, feelings and personal beliefs. For example, pupils in assembly reflected on what made a 'special place'. The art on school displays promotes pupils' spiritual development both through raising their self-esteem and by displaying work with a faith specific and cultural theme. Opportunities to promote pupils' spiritual development and a sense of awe and wonder in the world around them are taken in all subjects and pupils show an understanding and respect for other faiths and cultures.
- 36 Good provision is made for pupils' moral development. A high priority is given to providing them with a clear set of moral values and teaching them the difference between right and wrong. All staff, including support staff and midday supervisors, demonstrate the principles they promote, including fairness, integrity, respect for property and caring for others. Moral issues are featured in many subjects, and teachers provide pupils with an open and safe learning environment where they can express their views and listen to those of others.
- 37 The provision for pupils' social development is good. The school staff make strong efforts to build relationships between pupils and between staff and pupils. Most lessons are planned to encourage the development of social relationships, which tend to be good. Pupils are encouraged to take on responsibility and to reflect on the consequences of their actions on others. There are residential visits, clubs and school productions; all of these opportunities promote pupils' self-esteem. Older pupils support younger pupils, and the social interaction between pupils and the midday dinner supervisors is good.
- 38 The provision for pupils' cultural development is good. They gain insights into the beliefs and cultures of other people in a variety of appropriate and interesting ways. They demonstrate good understanding of the impact of cultural heritage. In religious education pupils study the customs and beliefs of a wide variety of cultures. The range of resources to support cultural understanding and development is good and the school makes full use of the opportunities provided by the multicultural nature of the area to celebrate diversity. For example, Asian musicians come into the school to perform for the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school is a caring organisation. Caring is an essential part of its ethos and is given a high priority by the staff. This ensures pupils feel valued and are well supported in lessons. For example, during a discussion about prayer in a class

which was essentially Christian, the teacher ensured that the beliefs of a Muslim pupil were included. There is a well-developed programme of personal, health and social education and a teacher is employed with the specific responsibility of raising pupils' self-esteem. Caring is also reflected in the culture of celebration in the school. Recognition is given in special weekly assemblies and on wall displays to a wide range of achievements such as good work, good behaviour and good attendance. Recognition of particularly good achievement includes an opportunity to attend a special lunchtime club. These procedures ensure that pupils give of their best and are motivated well.

- 40 There are satisfactory procedures to ensure the pupils' welfare. Health and safety arrangements are satisfactory. There is a policy which clearly defines responsibilities, and the staff and governors are involved. The local authority carries out safety audits, and statutory requirements are fulfilled. However, there are no procedures to co-ordinate activities and ensure that all parties are clear about the way the policy should be implemented. Child-protection arrangements are satisfactory. A policy, which has been introduced since the previous inspection, gives clear guidelines on identifying possible abuse and what to do. There is a designated teacher who has had recent training. Supervision arrangements are satisfactory. The supervisors are very experienced and clear about their roles. Some training is provided and there are regular meetings with the headteacher to share any concerns and deal effectively with any problems.
- 41 There are good arrangements for monitoring and improving attendance and this is improving attendance rates. Registers are completed consistently and satisfy legal requirements. They are monitored regularly by the education welfare officer, who also promotes good attendance and punctuality within the school. Good attendance is rewarded and success is displayed prominently and is helping to improve attendance. There are suitable arrangements to deal with parents and to establish reasons for absence.
- 42 The procedures for monitoring and promoting good behaviour are very good. They are based on rules which are prominently displayed in the school, and reinforced by rewards and sanctions. The arrangements are very clearly described in a policy document. A particularly good feature is the scheme for the issue of the rewards and sanctions. It provides for the consistent use of a range of actions which can be matched to particular circumstances. The scheme is well understood by the pupils, who value the rewards and are motivated to behave sensibly and take responsibility for their own actions. Lunchtime supervisors can also issue rewards in the same way as the teaching staff which allows them to carry out their work better.
- 43 Procedures to monitor and support the pupils' personal development are satisfactory overall. They are enhanced by the caring ethos, the good relationships and the confidence which the pupils have in their teachers. The pupils feel that they are well supported and can turn to adults to help with any problems they might have. Personal development is monitored informally.
- 44 Procedures for monitoring pupils' academic performance and personal development are satisfactory overall and have been improved since the last inspection. Assessment is satisfactory for English, mathematics, science, and information and communication technology, and teachers are now able to track pupils' progress effectively and this is having a positive effect on standards. However, individual targets for pupils' future progress are too general to be effective in raising achievement. In other subjects, however, assessment is underdeveloped and so co-

ordinators have an insufficiently clear understanding of pupils' progress. This also means that assessment information is not yet having a significant impact on teachers' short-term planning, so some activities and tasks are not always accurately matched to pupils' specific learning needs and this limits attainment. The assessment co-ordinator is aware of these areas needing development and has begun to address them but this is at an early stage. The methods employed for monitoring progress and development for pupils with special educational needs through their individual education plans are unsatisfactory and do not allow pupils' progress to be closely tracked. The progress made by pupils with English as an additional language is carefully monitored by staff, and pupils are given good support in those areas identified. They are then able to make at least satisfactory progress in relation to their capability.

- 45 Pupils are not yet given sufficient help in identifying what they need to do to improve their work. Marking of their work is inconsistent and does not always focus on informing them of what they need to do to improve and this limits their progress. The quality of teaching in the school ensures that they make sound progress in English, mathematics and science, but the failure to track their progress and give them clear guidance on what they need to improve impedes that progress. This has been recognised and due attention to it is now being given. The annual reports to parents inform them of what their children can do and areas for improvement, but do not set clear targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 Evidence from a range of discussions with parents and surveys of their views indicates clearly that the majority are very satisfied with the school. They are particularly pleased with the behaviour, that their children like school and make good progress, and that the school helps their children mature. Parents of children in the reception are also pleased with the induction arrangements. Many parents feel well informed and that the school works well with them. However, a significant minority do not share these views. Concerns have also been expressed about the amount of homework, the management of the school and the range of out-of-lesson activities. Inspectors agree with the parents' positive views, but have judged the various areas of concern to be satisfactory. However, the school acknowledges that the arrangements for homework need to be reviewed.
- 47 The school tries hard to establish good links with parents and they have improved since the previous inspection. An open-door policy operates, parents are made to feel welcome and there is an active parent-teacher association. Parents' views are surveyed and action is taken on the results. The proposed review of homework arrangements is an example. Initiatives to promote parental involvement in learning, such as 'Dads and Lads' and 'Better Reading Partners', are supported. All parents are invited to help in school.
- 48 Parental response to the school's efforts to involve them is mixed, but, overall, parents make a satisfactory contribution to the life of the school. There is good support for school events and there is reasonable attendance, around 70 per cent, at the three parents' consultation evenings held every year. The parent-teacher association raises about £4000 per annum for school use. Responses to surveys of parents' views and attendance at the governors' annual general meeting are typical for the type of school. However, apart from the participants in the Better Reading Scheme, the school has no regular parent helpers. Attendance at meetings about the

curriculum and assessment tests is low, and a scheme to provide childcare before and after school had to be abandoned because of lack of support.

- 49 Information provided for parents is satisfactory. Newsletters are frequent and provide wide-ranging details about the school's activities. The prospectus and governors' annual report are both well presented and informative, but neither comply with statutory requirements about content. The school has acknowledged the deficiencies. Some information is provided about what will be taught, although there are no consistent arrangements for all classes. There are meetings about the curriculum.
- 50 The pupils' annual progress reports are satisfactory. They satisfy statutory requirements and, for the core subjects, indicate what the pupils have done, along with strengths and weaknesses. There are opportunities for the pupils and parents to comment. The provision for parents to comment is a good feature as it allows mention of achievements not noted by the school. Consultation evenings are a further source of information for parents about their children's progress, and the approachability of the staff allows concerns to be addressed at any time.
- 51 The parents' contribution to their children's learning is unsatisfactory. There is a very supportive group of parents. However, direct parental help in school to support learning is very limited and the school's experience with homework suggests that few pupils receive help at home. Reading at home is improving, particularly for younger pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 52 The school is led and managed satisfactorily. The headteacher gives a clear educational direction to the work of the school and provides sound leadership. Staffing problems in the past and the long-term absence of the deputy headteacher have slowed the pace of change in the school and the headteacher's determination to raise standards and improve educational provision. However, staff give good support to the headteacher in covering for absent colleagues. They work well as a team and support one another in their management responsibilities. This has been particularly effective in improving provision in English and mathematics and raising standards as a result. However, management procedures in other subjects of the curriculum have suffered as a result. The headteacher has established sound and developing procedures to evaluate the school's performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses. These are still at an early stage of development and systems for monitoring teaching and learning are underdeveloped.
- 53 The governing body is fully involved in the school's future development and works closely with the headteacher and the staff. After a number of changes to its composition, the governing body is beginning to be more strategic in its thinking and to monitor the work of the school for themselves. Governors are very supportive of the headteacher and staff. They have an appropriate committee structure in place and are suitably involved in school development planning and in overseeing the development of the targets in the plan. The governors are kept very well informed about pupils' academic performance by the headteacher and have a clear understanding of strengths and weaknesses in the school.
- 54 School development planning is sound. Targets are relevant and the headteacher and governors monitor the school's progress towards meeting them. Good use has

been made of outside agencies to increase staff expertise and the headteacher works alongside staff to ensure that targets are developed appropriately.

- 55 The co-ordinator for special educational needs has held the post for one year and has a clear understanding of what needs to be done to improve support for pupils, especially through their individual education plans.
- 56 The number of qualified teachers is sufficient to support the demands of the curriculum. There are also a satisfactory number of support staff who are used effectively. Support provisions include specialist help in information and communication technology. A programme of performance management is well established and there are good arrangements for the induction of new staff.
- 57 The accommodation is satisfactory. Apart from the absence of a sports field, it does not limit the curriculum. Good use is made of pupils' work to improve the appearance of rooms and corridors. Resources are satisfactory in all subjects apart from information and communication technology, which has good resources.
- 58 Financial planning is satisfactory and special grants, such as that for the support for pupils with English as an additional language, are used appropriately and effectively. The falling school roll has meant that the governing body has had to take hard decisions related to the number of teaching and support staff to be employed over the last few years, but the processes in place in the school ensure that the governing body has all the information it requires. The school has good links with the local education authority's finance team and they support the school in drawing up a provisional budget that is then presented to the finance committee. When agreed this goes to the full governing body for ratification. The budget is closely and effectively linked to the school development plan. The last auditor's report identified no serious concerns about financial management. Governors review spending, and their monitoring of spending decisions is a systematic part of their management role. Systems are in place for ensuring that value for money is achieved when purchasing. Overall, the school's commitment to best-value principles is satisfactory and the chair of the finance committee is committed to their implementation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 The headteacher, staff and governors, with the support of outside agencies, should (raise standards in):
- (1) improve curriculum planning in art, design and technology, history and geography and ensure that sufficient time is given to these subjects so that pupils achieve as well as they can; (Paragraphs 26, 27)
 - (2) improve the quality of teachers' marking so that pupils are consistently informed of what they have done well and what they need to do to improve their performance; (Paragraphs 22, 25)
 - (3) improve the systems for monitoring teaching and learning and the effectiveness of the school's self-evaluation procedures in identifying what works and what does not and in spreading good practice more widely; (Paragraph 52)

- (4) improve the quality of the individual education plans for pupils with special educational needs and ensure that they are more effectively used to plan work to meet their individual needs. (Paragraph 31)

60 In addition to the key issues above, the following more minor points for development should be considered for inclusion in the action plan.

- Provide more opportunities for pupils to write creatively and to apply what they have learned in lessons in more extended writing. (Paragraph 31)
- Ensure that statutory requirements are met in the annual governors' report to parents and in the school prospectus. (Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 50 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 2 | 13 | 35 | 0 | 0 | 0 |
| Percentage | 0 | 4 | 26 | 70 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|--|--------------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 173 |
| Number of full-time pupils known to be eligible for free school meals | 42 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 34 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 21 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 14 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.9 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 1.1 |
| 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)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 9 | 16 | 25 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 18 | 21 | 21 |
| Percentage of pupils at NC level 2 or above | School | 72 (55) | 84 (88) | 84 (88) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 20 | 20 | 22 |
| Percentage of pupils at NC level 2 or above | School | 80 (85) | 80 (88) | 88 (91) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 16 | 14 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 15 | 14 |
| | Girls | 13 | 11 | 13 |
| | Total | 25 | 26 | 27 |
| Percentage of pupils at NC level 4 or above | School | 83 (66) | 87 (66) | 90 (76) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 10 | 13 |
| | Girls | 11 | 12 | 11 |
| | Total | 21 | 22 | 24 |
| Percentage of pupils at NC level 4 or above | School | 70 (52) | 73 (66) | 80 (69) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 134 | 6 | 0 |
| White – Irish | 4 | 0 | 0 |
| White – any other White background | 1 | 0 | 0 |
| Mixed – White and Black Caribbean | 6 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 3 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British Indian | 20 | 0 | 0 |
| Asian or Asian British - Pakistani | 2 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 2 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 9 |
| Number of pupils per qualified teacher | 18.1 |
| Average class size | 25 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 112 |

FTE means full-time equivalent.

Financial information

| | |
|--|-------------|
| Financial year | 2002 – 2003 |
| | £ |
| Total income | 527377 |
| Total expenditure | 460020 |
| Expenditure per pupil | 2660 |
| Balance brought forward from previous year | -1214 |
| Balance carried forward to next year | 66143 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| 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 | 173 |
| Number of questionnaires returned | 63 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 33 | 3 | 0 | 0 |
| My child is making good progress in school. | 46 | 49 | 0 | 0 | 5 |
| Behaviour in the school is good. | 37 | 62 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 29 | 46 | 19 | 5 | 2 |
| The teaching is good. | 54 | 43 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 38 | 40 | 17 | 0 | 5 |
| I would feel comfortable about approaching the school with questions or a problem. | 60 | 33 | 3 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 44 | 48 | 3 | 0 | 5 |
| The school works closely with parents. | 32 | 43 | 19 | 2 | 5 |
| The school is well led and managed. | 32 | 43 | 14 | 3 | 8 |
| The school is helping my child become mature and responsible. | 46 | 49 | 3 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 32 | 48 | 10 | 3 | 8 |

Other issues raised by parents

Parents were happy with the number of school clubs provided for junior aged children but some felt that their infant children were anxious to be old enough to attend them.

Overall, parents felt that the school was doing a good job and many were impressed with the calm, working atmosphere whenever they visited.

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

61 Children enter the reception class at the beginning of the year in which they will become five. Few have had continuous pre-school experience. This is reflected in the assessment made on entry. Although this shows the full range of development, the overall attainment is below expectations for children of this age. From the results of similar tests at the end of reception it is clear that all children make good progress towards the agreed Early Learning Goals. On entering Year 1, most children are attaining the agreed expectations in all areas of learning. Children with special educational needs and those for whom English is not their first language are identified promptly and given sensitive support that enables them to participate in all aspects of reception life and to make best progress.

Personal, social and emotional development

62 Children's development in this area is good because a high priority is placed on ensuring support for it permeates all activities. The well-organised induction procedures ensure most children enter reception with a good measure of confidence. Adults unfailingly respond positively to children's needs, value their ideas and are sensitive to expressions of feelings. Through direct teaching and personal example, children are aware of teachers' expectations and most have an appropriate understanding of right and wrong and the consequences of their actions. Children take the responsibilities of being 'Star of the Day' very enthusiastically and readily share in clearing up activities. Most children sustain attention to a chosen activity for an appropriate time working alongside each other, taking turns and offering help, for instance, when a friend has forgotten how to get the printer to work. Many children are able to approach a relatively unfamiliar adult to invite them to share their pleasure when, for example, making fridge magnets.

Communication, language and literacy

63 Children make good progress and most attain the Early Learning Goals for this area. Particular emphasis is given to promoting speaking and listening skills. Staff consistently find opportunities to extend children's vocabulary and familiarity with simple grammatical structures by direct teaching or through conversation, as in, "... tell me about your cat's tail," which encourages children's talk. Most children will share ideas and are encouraged to make use of descriptive language, such as describing their soap as 'sticky', 'slippery' or 'smooth'. Adults share children's enthusiasm for books so that most children are familiar with how books are organised, and know that pictures and print work together to tell stories or give information. They enjoy reading as a group with the teacher, joining in enthusiastically with repeated phrases. The advice of the National Literacy Strategy is suitably used to systematically promote the learning of letters and associated sounds and an appropriate range of words that are frequently used and easy to recognise on sight. The activity of reading in turn within a group is highly thought of. Pupils make good progress in recording their ideas through pictures and copied words, and take real pride in naming their work. Higher-attaining children use their increasing knowledge of sounds to write independently; for instance, when writing a postcard message, 'I am enjoying paddling in the swingpool'.

Mathematical development

- 64 By the end of reception most children's mathematical development is in line with the agreed Early Learning Goals for their age, with a small minority attaining beyond expectations. All children enjoy whole-class sessions on developing counting skills. Most count effectively to 20 and many can go beyond. Many sustain counting in twos and enjoy games where they have to show a given number by using their fingers. For example, when showing eight they eagerly compare how they chose to show eight using both hands and realise that 8 is 4 and 4 or 6 and 2. In such activities children are effectively learning from each other. A traffic survey presents valuable opportunities for counting and calculating activities. Addition and subtraction are experienced in everyday situations, such as counting on one more or less when working out how many children are present in the class. Through practical activities children develop an increasing understanding of comparative measures and are able to make statements such as, "This tail is longer than my cat's tail" And "I am as tall as six of these blocks". Shape is explored when, for instance, creating a train from outdoor building blocks.

Knowledge and understanding of the world

- 65 Through a suitable range of practical activities children make good progress. A visit to Manchester Airport stimulated the exploration of a range of areas associated with travelling. Children, through role play, recognise the range of people involved in looking after travellers and how passengers have to make preparations. They understand the purpose of maps and filling in forms. Exploring materials is experienced when children decide what to use to make a collage picture and what happens to ingredients during baking. Watching what happens when a variety of items are dropped in the water trough develops ideas to do with sinking and floating. Throughout the year children observe seasonal changes, and changes such as in the life cycle of frogs are recorded in pictures and copied words. Children are introduced to computer skills effectively when they generate and print pictures of themselves, and work together to program a programmable toy to transport a message to the teacher who is working outside the classroom.

Physical development

- 66 Through daily activities using pencils and scissors, and managing small construction equipment, fine motor skills are appropriately developed. Most children move within the classroom and playground with a suitable awareness of their space and others in it. This represents an improvement since the previous inspection, when opportunities to use outdoor equipment were judged to be poor. A parachute activity illustrated this well. Planned physical activities provide tasks clearly designed to build on what children can already do. They run and jump with a good measure of control when negotiating a series of hurdles set at different heights. Throwing skills are developed effectively through aiming to get bean-bags into a hoop or throwing and catching quoits with a partner. Learning is moved forward by teacher intervention to improve technique as children work.

Creative development

- 67 The children make good progress in this area. Their creative development is in line with standards expected when entering Year 1. Interesting opportunities such as a model of a passenger aircraft are provided for children to enjoy imaginative role play, but a significant minority need adult support to develop and sustain the activity as a

group experience. Children enjoy recording their ideas. Most pupils control paint well when painting self portraits, animals seen on a journey or masks. They show a good level of observation when drawing. For example, a good understanding of the placement of features is shown in portraits and sketches of the teacher's car. Their interest in bears is recorded in paint, pastel, crayon and computer-generated images. The children have acquired an impressive repertoire of songs which they sing enthusiastically and tunefully.

ENGLISH

- 68 Standards attained by pupils at the end of Year 2 are in line with national expectations, and they make satisfactory progress and achieve appropriately in relation to their abilities. Standards attained by the current group of Year 6 pupils are above average overall. Pupils have made good progress in relation to their attainment at the end of Year 2. This reflects the good quality of teaching that they have received in Year 6. However, their attainment in writing is only average and they achieve appropriately in relation to their abilities. Standards, since the time of the last inspection, have been maintained by the end of Year 2 and improved by the end of Year 6.
- 69 In Year 2, standards in speaking and listening are average. Teachers provide frequent opportunities for pupils to speak in class and group discussions, and lower-attaining pupils are encouraged to extend the length of their spoken replies and to put forward their own ideas. Most pupils in Years 1 and 2 listen carefully in lessons and are interested in what others have to say. However, a significant minority of Year 2 pupils still call out their answers and find difficulty in taking turns when discussing, for example, the need to have agreement between nouns and verbs in sentences. Pupils in Year 6 listen attentively and put forward their opinions and ideas well in class discussions. Pupils were observed working well together when discussing an article about whaling and the arguments for and against fox hunting. Higher-attaining pupils made use of a wide vocabulary, using such terms as 'connectives', 'complex sentences' and 'emotive language' when talking about their work. Good support is given to lower-attaining pupils and those with special educational needs to ensure that they take a full part in discussions. Across the school, teachers make good use of praise and encouragement, valuing each pupil's responses and increasing their confidence when speaking in class. For example, a group of Year 4 pupils clearly explained their views for and against early or late bedtimes and gained confidence in expressing their ideas as the teacher encouraged them to put forward how they felt about having to go to bed early! Year 5 pupils were encouraged to identify the similarities and differences between the text of Charles Dickens' 'Oliver Twist' and the video clip from the musical 'Oliver'. The teacher was sensitive of the need to give all pupils, including those with English as an additional language, the opportunity to speak and to make deductions from the text itself. By encouraging pupils to use appropriate vocabulary when explaining their answers, teachers successfully extend their spoken vocabulary and the clarity of their answers. They have high expectations of pupils' behaviour and constantly remind them of the need to listen attentively to instructions and the views of others. This is having a good impact on pupils' learning. Many classrooms provide a vocabulary-rich environment with words and technical terms displayed on the walls and around the room.
- 70 Standards in reading are average by the end of Year 2. Most pupils read simple, known texts confidently and use a range of strategies, such as pictures, context, and their knowledge of letter sounds to read unfamiliar words. Higher-attaining pupils read fluently and with some expression a range of simple texts. They are aware of how to

use the contents and index pages to find relevant information quickly. They correct their own mistakes when their reading does not make sense. Lower-attaining pupils enjoy reading, and confidently read simple, familiar texts but need a lot of adult support when reading new material. Recent additions to the reading resources available to pupils, which were commented upon by parents at the pre-inspection meeting, are having a positive impact on pupils' enthusiasm for reading and the progress that they make. By the end of Year 6, pupils' standards of reading are above expectations. The vast majority read confidently and fluently, and a significant number are achieving above national expectations. Pupils express strong preferences for certain authors or books and can explain their views. The latest Harry Potter book is a favourite and one pupil explained how he and his parents were all reading one of the books in the series and discussing them together. One pupil talked about the novels of Jacqueline Wilson and how she thought that the author put forward situations in her books which were familiar to those faced by children of her own age. All pupils spoken to expressed enjoyment in reading challenging texts and discussing the relative merits of different books. Throughout the school, walls are decorated with posters advertising suitable fiction titles for the age group of the pupils and this is successful in encouraging them to read widely at home and at school. Teachers and teaching assistants ensure that lower-attaining pupils and those with special educational needs or English as an additional language are supported well when reading texts so that they can take a full part in lessons.

- 71 Teachers and teaching assistants manage reading well. The range and level of books available provide a suitable challenge for pupils of all abilities and there is a good balance between reading-scheme books, books from children's literature and non-fiction texts. Teachers involve parents in their children's reading through home-to-school reading records, but the use made of these by parents varies greatly. Extra support is given to pupils in Year 2 whose reading and writing are below average. They are withdrawn on a daily basis for small group support. By the time pupils leave the school at the end of Year 6 they are familiar with the library system and can confidently explain how to find books. School tracking records show that most pupils make good progress and achieve well.
- 72 Pupils' standards in writing are average at the end of Year 2 and Year 6. Pupils of all abilities in Year 2 make satisfactory progress and achieve appropriately when compared to their attainment on entry to Year 1. Pupils are given experience of a range of writing formats, but there is little evidence of creative work. Work is regularly marked and the teacher's comments are always supportive. However, comments sometimes praise work which is not of a high enough standard for the pupil concerned and marking rarely identifies how pupils could improve their work. Higher-attaining pupils organise their writing well in developing their ideas and make some use of imaginative vocabulary. Their writing is grammatically correct and they make use of a joined script when presenting their work. Spelling is variable and mistakes such as 'scool' for 'school' and 'wen' for 'when' are still common. Most pupils sequence their sentences appropriately in organising their writing but only make use of a limited number of connectives, such as 'then' and 'and', in their work. There is still a tendency for pupils to mix upper and lower-case letters in their writing.
- 73 Standards in writing by the end of Year 6 are on track to be in line with national expectations, and pupils make satisfactory progress. Higher-attaining pupils' writing is lively and thoughtful, such as 'The gigantic, revolting, objectionable thing heaved towards me'. Work is well presented and good use is made of a range of punctuation. Spelling is generally good, although there are occasionally lapses, such as 'band' for 'banned' and 'waitend' for 'waited'. Most pupils' writing is well organised and clear, and

sustains ideas about, for example, a day on an alien planet. Their spelling is less well developed. They generally spell everyday words accurately but find difficulty in spelling words with a number of syllables, such as 'brilliant' and 'appearing'. Their use of punctuation is generally accurate, although their use of speech marks is unpredictable. It appears that, although pupils have some knowledge of writing conventions, it is not secure, and therefore they may or may not, for example, use capitals when writing proper nouns, such as 'Paris'. Lower-attaining pupils are able to write simple accounts in sentences, and their stories have a beginning, middle and end. However, they have a limited vocabulary and their writing lacks description. Teachers' high expectations are evident in the amount of work by all ability groups in Years 3 to 6 so far this year. However, opportunities to write extensively and apply what they have learned in grammar and comprehension exercises are too infrequent to ensure that pupils make the maximum progress of which they are capable. Work is marked well and pupils' targets are clearly indicated in the front covers of their books. However, these targets are not always precise enough for individual pupils to be of benefit to improving their performance. Teachers are always supportive in their comments and sometimes inform pupils of what they need to do to improve their work.

- 74 The quality of teaching and learning is satisfactory overall and varies from good to satisfactory. It was good in one third of the lessons observed. Teachers have a satisfactory knowledge and understanding of the curriculum and make good use of the National Literacy Strategy to plan suitable work to meet the needs of different ability groups within classes. They are enthusiastic and lively in their manner, and fully involve pupils in what they are to have learned by the end of the lessons. Summary discussions are used to evaluate how successful pupils have been in achieving learning objectives. In the better lessons, teachers maintain a brisk pace to pupils' work and provide challenging activities which motivate pupils to give of their best. Teachers ensure that pupils are aware of the high expectations they have of the amount and quality of the work expected of them.
- 75 The management of the subject is satisfactory. The co-ordinator is currently absent, but senior staff are ensuring that teachers' planning is monitored. Pupils' work has been sampled and as a result there is a clear idea of strengths and weaknesses in curriculum provision and the future development of the subject. Pupils' standards in reading have been improved through a number of initiatives, such as the greater involvement of parents in reading in the 'Better Reading Partners' and 'Lads and Dads' schemes. Reading resources are well organised into reading 'bands' which give pupils a wider choice of books but ensure that they are capable of reading the books they choose. Good records are kept of pupils' attainment and progress and these are used well when planning future work. Resources for the subject are satisfactory.

MATHEMATICS

- 76 Inspection evidence shows that attainment in mathematics is average at the end of Year 2 and above average at the end of Year 6. This broadly reflects the outcomes of teacher assessment in Year 2 and the results of national tests in Year 6. Assessment records indicate that pupils at the end of Year 2 have made satisfactory progress over time and those at the end of Year 6 have made good progress. When compared with judgements made at the time of the last inspection, standards have remained the same in Year 2 and improved in Year 6.

- 77 It is clear that teachers effectively use the advice of the National Numeracy Strategy. This ensures that children systematically develop knowledge, skills and understanding as they move through the school, and has a significantly positive impact on their attainment and progress.
- 78 Most pupils enter Year 1 having attained the agreed Early Learning Goals for children of this age and make a successful transition to the work of the National Curriculum. The development of numeracy knowledge and skills is a major part of the work in infant classes. Pupils make suitable progress. For example, the pupils in Year 1 order numbers to 30 and can explain why 21 goes between ten and 22, using subject-specific vocabulary. They recognise the position of the tens digit when naming a two-digit number and explain that "When you add ten to a number the units stay the same." Higher-attaining pupils work with numbers to 100. The use of good practical apparatus provides helps to establish pupils' understanding. By the end of Year 2, pupils calculate addition and subtraction using two- and three-digit numbers, transferring knowledge to situations involving money and solving simple problems. They multiply six by three, relating this to repeated addition, and explore division as sharing equally. The school is committed to the development of oral and written numeracy skills, but it is clear that developing all-round mathematical knowledge is equally important. Pupils use appropriate vocabulary when describing two and three-dimensional shapes or recognising right angles. They have an appropriate understanding of the measures of weight, length, capacity and time.
- 79 Pupils build successfully on their prior learning. Year 3 pupils work with numbers to 1000. They use decimal numbers when solving money problems. Using well-designed practical apparatus they establish an understanding of simple fractions that are several parts of a whole and the relationships between equivalent fractions. Pupils in Year 4 increase their quick recall of multiplication facts and link them with corresponding division facts. They tackle problems which involve numbers to two places of decimals and may require the use of any of the four rules. Where problems involve a range of information pupils use bar charts and sorting diagrams to organise it effectively. By Year 5, pupils work with improper fractions. They use a protractor to measure angles and readily progress from measuring area by counting squares to using the appropriate formula. By the end of Year 6 problem solving involves multiplication and division of three-digit numbers by two-digit numbers and a good understanding of the relationship between fractions, decimals and percentages. The balance between numeracy and other aspects of mathematics is maintained. Pupils enjoy calculating the perimeter and area of compound shapes and identifying reflective and rotational symmetry. Most are able to extract, interpret and represent data in tables, pie-charts and graphs, and identify the mode, median, mean and range in a set of data.
- 80 Most pupils with special educational needs make equally good progress. Tasks are adapted where appropriate, and sensitive support ensures that they are fully included. However, the quality of individual education plans is unsatisfactory. They do not consistently set out the specific knowledge and skills to be developed in small measurable steps in order to monitor pupils' progress accurately and celebrate success when achieved. Nor do they provide parents with a clear idea of how they can support their children.
- 81 The quality of teaching is satisfactory overall in infant classes and good overall in junior classes. This has a significantly positive impact on the quality of learning and subsequently on the achievement of all pupils. Where teaching is best the planning clearly builds on what pupils will know, understand and be able to do by the end of the

lesson. This is shared with the pupils so that throughout the lesson they know what they must do and at the end of the lesson pupils and the teacher can gauge the progress made. Introductions to the lessons engage pupils' interest and they are keen to be involved. Activities are seen by the pupils to be purposeful and are suitably differentiated to challenge all pupils equally. Understanding is developed and reinforced through practical experience using a varied range of good-quality equipment, and questioning is used well to assess understanding as the lesson develops. Weaknesses occur when teachers' explanations become protracted and pupils lose interest. Across the school teachers consistently mark work with appreciative comments, but too often opportunities to give pupils advice on what they need to do to improve are overlooked.

- 82 The management of the provision for this area is satisfactory. The monitoring of teaching, attainment and the curriculum has already been embarked upon with the appropriate support of the local education authority and these practices have suitably informed the action plan for improvement and are set to be developed further. Most staff members have had access to training and this makes a significant contribution to the quality of provision for this area. The budget is managed effectively and resources are satisfactory and used well.

SCIENCE

- 83 Standards for seven and 11-year-olds seen during the inspection are in line with that expected nationally. By the end of Year 2 and Year 6 most pupils' achievements are satisfactory in most respects and their skills of scientific enquiry are well developed. Pupils with special educational needs make at least satisfactory progress, especially where they are supported in lessons by teaching assistants. This is an improvement since the previous inspection. Those pupils with English as an additional language are supported effectively so that they have good access to the curriculum and achieve well. Standards have been maintained since the last inspection.
- 84 Pupils in Year 2 could identify differences between themselves and others, and explain the reasons for the differences. They could then share and communicate their findings diagrammatically. They learn to plan a fair test, for example, to find out which plants and creatures are likely to be found in designated environments. By Year 6 most pupils are secure in their ability to carry out a fair test in straightforward contexts and they develop a sound understanding of many scientific concepts such as the properties of solids and liquids. Most pupils are secure in their knowledge and understanding of key scientific principles and have a good understanding of scientific terminology.
- 85 Pupils acquire a sound grasp of the basic skills of scientific enquiry. In one Year 6 lesson pupils investigating what happened to materials when they were burnt showed great enthusiasm and were able to use apparatus well and with appropriate regard to health and safety. The apparatus used had been lent to the school by the local secondary school and demonstrates the strong links made. Pupils with special educational needs or English as an additional language were well supported and attained well.
- 86 Pupils enjoy science, particularly practical work, where they work well in groups. They apply their numeracy skills to measure carefully and tabulate results accurately. However, as yet opportunities to use information and communication technology to raise standards in science are few. This has been recognised as a priority by the

science co-ordinator and, with the recent creation of an information and communication technology suite, she is ready to improve provision. For example, pupils are beginning to use data-loggers to record data from experiments.

- 87 The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. There is no unsatisfactory teaching. Teachers have good subject knowledge and, as a result, use questioning skills effectively to consolidate learning from previous lessons to make pupils think and explain, for example, in Year 1, the criteria for a fair test when identifying what plants need to make them grow. Objectives for lessons are clear and shared with pupils. Most pupils learn at an appropriate pace because teachers know and manage them well, relationships are good and resources, including support assistants, are used effectively. Teachers assess pupil progress, and the co-ordinator has introduced a process that enables it to be tracked against national levels of attainment. Homework is set regularly, and effectively extends learning in lessons. Teachers' marking varies in quality. The best provided correction and comments to guide improvements, but some is rather cursory.
- 88 The curriculum, planned around a national scheme, provides a good basis for teaching key knowledge and concepts in science, and guidance is provided for teachers to help develop pupils' scientific enquiry skills systematically as they move through the school. Opportunities are now being taken to use information and communication technology, but the co-ordinator recognises that these are still insufficient. The co-ordinator, who has led the subject for a year, has begun to monitor standards and provision in a variety of ways and is well informed about strengths and weaknesses. She has put in place a comprehensive action plan to address identified weaknesses and this is improving provision. Resources are satisfactory and used well.

ART AND DESIGN

- 89 Standards of attainment by the end of Year 2 and 6 are in line with national expectations. This is the same as the findings of the last inspection.
- 90 Pupils enter Year 1 with attainment in line with expectations for five-year-olds. As they move through the school overall progress is satisfactory.
- 91 Inspection evidence indicates that pupils have an appropriate range of learning experiences as they move through the school. For example, pupils in Year 1 enthusiastically investigate working with clay. They explore qualities of materials in collage work and develop drawing from observation to compose portraits. Year 2 pupils explore patterns and weaving techniques. They begin to develop shading technique when recording observations of fruits. Useful links are made with other areas of the curriculum, for instance, pictures recording the Great Fire of London in pastels. Pupils in Year 4 explore ways of representing relationships and investigate patterns using a range of materials. Pupils in Year 5, having considered examples of illustrating stories through the use of textiles, such as the Bayeux Tapestry, plan and develop story boards of events, using a range of textiles and embroidery. Year 6 pupils use a series of overlapping sketched figures to create the illusion of movement. They use a range of media to create pictures from sketches of trees and buildings.
- 92 Overall teaching is satisfactory. This is the same as the finding of the previous inspection. However, progress as pupils move through the school is limited because the allocation of teaching time for this subject is well below that of most schools and

this is affecting the raising of standards further. In the lessons observed teachers set appropriate objectives and made well-judged interventions to improve techniques. This was illustrated well in Year 1, where the teacher showed pupils how best to shape clay for flattening or rolling, and in Year 5, where the teacher and support staff posed pertinent questions and stimulated discussion so that pupils improved their design and approach in order to achieve a desired effect.

- 93 The management of the provision for this subject is not fully developed. In response to the previous inspection the scheme of work developed by the Qualification and Assessment Authority has been adopted. However, the school has identified the need to provide further guidance on how specific skills and techniques are to be systematically developed as pupils move through the school. The medium-term plans to cover this have not yet been completed and this is slowing progress. The monitoring of teaching and learning is underdeveloped. This limits the information on which effective evaluations are made and the raising of standards.

DESIGN AND TECHNOLOGY

- 94 Standards of attainment at the end of Year 2 and Year 6 are in line with national expectations. No lessons in design and technology were observed during the inspection and therefore no judgement can be made of the quality of teaching. However, through the analysis of pupils' work and teachers' planning, and through discussion with pupils, standards of work are judged to be satisfactory. This indicates that standards have improved since the previous inspection. Pupils with special educational needs make at least satisfactory progress where support assistants guide them.
- 95 Pupils acquire skills in measuring, cutting, shaping and joining when making products as they move through the school. For example, pupils in Year 2 make puppets with moving parts and vehicles that move. In Year 3, pupils use papier-mâché to make picture frames that they then decorate using a range of media. They also make 'moving monsters', using pneumatics to make them move. Pupils in Year 4 make torches using recyclable materials and electric circuits and in Year 6 pupils had designed and made slippers, many of high quality. An appropriate emphasis is put on planning and design, but there is little evidence in this of teachers contributing and challenging the pupils to improve their plans.
- 96 The curriculum is broad and balanced in planning and communicating ideas, making a good variety of products and in evaluation skills, but the use of information and communication technology to raise standards in the subject is underdeveloped. The time allocated to the subject is low and this has a negative effect on the standards of attainment. Pupils are not yet using computers to aid the design process sufficiently. Their work is not yet assessed periodically in relation to national standards to help guide their progress in the subject, but the co-ordinator has now developed a comprehensive assessment process that will be implemented next term.
- 97 The co-ordinator has held the post for two years, and has reviewed and revised the curriculum planning of the subject following advice from the local education authority advisory teacher. Curriculum plans are based on national guidelines, and the co-ordinator wishes to monitor its impact in a variety of ways: observing colleagues teaching, sampling pupils' work and reviewing teachers' plans. These measures are not yet in place and the co-ordinator has no non-contact time to allow her to monitor teaching and this is limiting the raising of standards still further. Resources for the

subject are adequate and used well, and the co-ordinator has a long-term purchasing plan to improve resources over time.

GEOGRAPHY

- 98 Pupils' standards of attainment are in line with national expectations at the end of Year 2 and Year 6.
- 99 Pupils make satisfactory progress in Years 1 and 2. Year 2 pupils had been on a school trip to Blackpool and used photographs taken to investigate the characteristics of the environment and to compare it with their home town. They learn the subject-specific vocabulary for natural phenomena at the seaside, so that they can label things they have found. They are beginning to extend their knowledge and understanding of the world beyond the local environment through the travels of Barnaby Bear as he goes on holiday to places further afield.
- 100 While pupils make satisfactory progress in Years 3 to 6 overall, this is not good enough because the curriculum is fragmented. The geography skills that they need are not clearly identified and organised so that pupils gradually build them up over time. Year 4 pupils examine the characteristics of a local environment and use grid references on maps to identify where common features can be found, such as shops. The teacher was able to help them understand grid referencing by relating it to how they had used 'chapter', 'verse' and 'line' to find quotations in the Bible in a previous lesson. Year 6 pupils learn about the rain cycle. They study the formation of rivers and how the course may change over hundreds of years. They find out the meaning of subject-specific vocabulary, so they know that a delta is formed when a river sheds a large amount of sediment at its mouth. They had produced interesting studies of mountains, using the Internet to research related websites and to download pictures and text to include in their work.
- 101 The quality of teaching is satisfactory. Teachers plan appropriate activities and provide suitable resources. The pace and challenge in lessons are appropriate, but teachers' planning does not identify clearly what they hope the pupils will achieve in lessons. The work in pupils' books is presented to a sufficiently high standard, but marking does not provide guidance on how they can improve their work.
- 102 The co-ordinator has just taken over the post and no judgement can be made about her role in the development of the subject. As yet, monitoring has been insufficiently rigorous to improve the quality of teaching and to raise standards of attainment. There is insufficient regular assessment to help teachers plan further learning activities for their pupils.

HISTORY

- 103 Only one lesson was observed during the inspection, but an analysis of pupils' work and teachers' planning indicates that standards are in line with national expectations by the time pupils are seven and 11. The school makes a sound start in laying the foundations for younger pupils to understand the passing of time. They develop a good sense of chronology and begin to understand historical perspectives, especially through timelines and stories of famous people. Year 1 pupils can identify toys used by children of different ages and place them in chronological order. Year 2 pupils

develop an awareness of how things were in the past by studying the clothes people wear at the seaside and how they have changed over time.

- 104 Progress between the ages of seven and 11 is satisfactory. There is evidence of research being used throughout the key stage, with some effective work undertaken as homework. However, the school has not yet identified how pupils will develop these and other historical skills, like using secondary sources, interpreting information and presenting their findings over time. In Year 6, pupils study the historic events that occurred during the lifetime of Tom Finney, the famous football player who played for the local football club, Preston North End, whose ground is opposite the school. They find it interesting to learn about the differences between the lifestyles of people on the time continuum, and can contrast them with their own, as well as conditions in professional football clubs in the past and now. They are aware of major changes that have occurred which continue to affect their own lives. Progress in the subject is limited because of the fragmented nature of the curriculum.
- 105 It is not possible to provide a secure judgement on the quality of teaching, but in the lesson observed questioning and discussion techniques were used successfully as pupils have good communication skills. Weaknesses in teaching relate to the quality of the marking, which is mostly for correctness and does not indicate how pupils can improve. The subject is greatly enhanced by educational visits, which bring it to life.
- 106 The management of the subject is satisfactory. The co-ordinator has monitored pupils' work, but not enough is yet done to assess and improve standards, by monitoring and developing teaching. Resources are improving and are good overall. Information and communication technology is still not used sufficiently.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 107 Standards by the end of Year 2 and 6 are in line with national expectations. Standards have been improved since the time of the last inspection. Pupils make satisfactory progress.
- 108 The new computer suite is ensuring that pupils have regular opportunities to advance their skills in all aspects of the curriculum. Year 2 pupils were observed using a simple art program to 'draw and paint' pictures of Blackpool Tower following a recent visit. They are able to open and close known programs and to print their work independently. They are beginning to make use of CD ROMs to find relevant information and show good co-ordination in using the 'mouse' to click on icons. When word processing, pupils can change the style and size of their text and demonstrate awareness of audience when writing work or creating posters. Year 1 pupils learn about the different functions of a computer and can use the caps lock, space bar and return key when writing simple phrases and sentences.
- 109 By the end of Year 6, pupils are aware of the power of computers to present information in a range of situations. They present graphs and diagrams from the information they have collected about, for instance, speed, traffic flow and human presence. They access the Internet to find information and can design their own web pages. They were observed establishing hyperlinks between pages of information when making a power point presentation. Year 4 pupils use simple databases to categorise musical instruments by the way they are played and make use of the cut and paste functions when editing text. They use 'Logo' programs to draw simple shapes.

- 110 The quality of teaching and learning is satisfactory. A scrutiny of pupils' work and teachers' planning shows that teachers plan for all areas of the subject. The recently-opened computer suite enables teachers to plan regular opportunities for pupils to use computers and this is having a positive effect on standards. Teachers are confident and knowledgeable about the programs they use.
- 111 The subject is satisfactorily managed. The co-ordinator has worked hard to improve the provision made for the subject. The curriculum follows national guidelines, and recent improvements to hardware and software resources have improved support for teachers in delivering the National Curriculum. The co-ordinator monitors teachers' planning and has sampled pupils' work. However, she has had only limited opportunities to observe her colleagues teaching and raise standards still further. Teachers keep records of the competencies each pupil has mastered and these are effectively used to plan future work and this is improving pupils' application of their computer skills in other areas of the curriculum. Resources for the subject are good.

MUSIC

- 112 By the end of Year 2, pupils' standards of attainment are in line with national expectations. Pupils enjoy their music-making activities and make satisfactory progress. The satisfactory standards noted at the time of the last inspection have been maintained.
- 113 By the end of Year 2 the majority of pupils sing a range of songs from memory. They sing enthusiastically and most demonstrate correct pitch. As was observed in a Year 2 lesson, pupils listen attentively and are beginning to appreciate the differences between beat and rhythm when clapping or playing musical instruments. Teachers provide relevant experiences for pupils, but opportunities to move their learning forward are missed as teachers find difficulty in extending activities beyond the planned lesson. This was demonstrated in a Year 2 lesson when the teacher repeated the same activity with different groups of pupils rather than providing greater challenge through some pupils holding the beat while others played the rhythm. By the end of Year 6, pupils sing well a range of known tunes and show satisfactory pitch and phraseology. Year 4 pupils were observed recognising changes in tempo and pitch.
- 114 The quality of teaching and learning is satisfactory. In the lessons observed teachers had a satisfactory understanding of the curriculum and provided a range of appropriate activities to develop pupils' music skills and appreciation of music. Teachers manage pupils well and make good use of praise and encouragement to ensure that they enjoy music. Teachers make good use of the satisfactory range of resources available. Pupils have opportunities to play a musical instrument, with all those in Years 3 to 6 offered the opportunity to learn the recorder. Some peripatetic trumpet tuition is also available.
- 115 The subject co-ordinator provides satisfactory advice and support for her colleagues, attends relevant training, and audits and maintains the resources available to support teaching. Resources for music are satisfactory. The co-ordinator monitors teachers' planning, and the curriculum is based on national guidelines and a published scheme of work. The school takes part in the Preston Guild Music Festival, which gives pupils opportunities to perform with others.

PHYSICAL EDUCATION

- 116 Pupils' standards in physical education at the end of Year 2 and Year 6 are in line with national expectations. They make satisfactory progress. Standards have been maintained since the time of the last inspection.
- 117 Year 2 pupils demonstrate satisfactory co-ordination and appropriate control when skipping, running, twisting and turning. They jump, showing appropriate technique on landing. They work at different levels and follow routes in zig-zags and curves. Teachers warm up pupils with appropriate exercises which stretch joints and ensure that they are ready for physical activities. In games activities, Year 3 pupils work together well and follow instructions as long as they are kept simple. They run, jump, skip and hop with appropriate control and co-ordination. Pupils enjoy physical activities and follow safety advice from teachers as they bounce balls and throw and catch with some success. Pupils in Year 6 are beginning to develop good technique and co-ordination when practising forehand and backhand strokes in tennis. They are successful in striking a ball to hit a given target area and responded well when asked to shadow deliver a serve. Many pupils realise that tennis strokes are best carried out from a sideways position and this was evident in their work.
- 118 The quality of teaching and learning is satisfactory. Teachers have a sound knowledge and understanding of the curriculum, and provide suitable activities for pupils to improve their performance. Good use is made of pupil demonstration to help those who are uncertain of what to do. However, there are missed opportunities for teachers to offer pupils simple coaching points, such as keeping their eye on the ball or having their hands ready to receive a catch, and this limits the improvements that pupils make in their performance. Teachers manage pupils well and always ensure that safety procedures are followed. Pupils respond well to the work provided for them and enjoy improving their performance through repetition.
- 119 The leadership and management of the subject are satisfactory. The co-ordinator has been absent for some time, but the headteacher is overseeing the subject at present. Teachers' medium-term planning is monitored and ensures that the National Curriculum Programme of Study is covered. Good links are maintained with the local college, which helps by providing an after-school football club and allowing Year 5 pupils to use its facilities each week. However, there have been few opportunities for the co-ordinator to observe teaching and learning and have a clear understanding of standards in the subject. Resources for the subject are satisfactory. Good provision is made for the teaching of swimming when all Year 6 pupils attend weekly swimming sessions throughout the year. A significant number of pupils achieve standards above expected levels for their age and this is a strength of the physical education curriculum.