

INSPECTION REPORT

ST PATRICK'S RC PRIMARY SCHOOL

Walton-le-Dale, Preston

LEA area: Lancashire

Unique reference number: 119640

Headteacher: Mrs C Flood

Reporting inspector: Gordon Alston
20794

Dates of inspection: 7 - 8 April 2003

Inspection number: 248043

Short 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:	Roman Catholic – Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Higher Walton Road Walton-le-Dale Preston
Postcode:	PR5 4HD
Telephone number:	01772 555436
Fax number:	01772 257322
Appropriate authority:	Governing body
Name of chair of governors:	Rev Fr J T Cribben
Date of previous inspection:	24 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20794	Gordon Alston	Registered inspector
19740	Allan Smith	Lay inspector
22841	Pat Jackson	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Roman Catholic primary school principally serves the socially mixed area of Walton-le-Dale. The local area is residential with a large majority of private housing, but there are also signs of deprivation in an area on the edge of Preston. There are 205 pupils on roll; 114 boys and 91 girls. There are 30 children in the reception class under the age of six. The majority of pupils are white, with a very small proportion coming from a variety of ethnic heritages. No pupils speak English as an additional language. Three per cent of pupils are on the register of special educational needs, which is below the national average. Two per cent of pupils have Statements of Special Educational Needs, which is about the national average. Special educational needs vary from mild learning difficulties to behavioural concerns. Four per cent of pupils are entitled to free school meals and this is below the national average. The testing of children on entry to the reception class shows levels of attainment that are similar to the national average. There are seven classes, one for each year group. The headteacher has been in post for just over one year and there have been two changes in teaching staff in the past two years.

HOW GOOD THE SCHOOL IS

This is an effective, happy and caring school. Pupils attain high standards academically and in their personal development. Teaching is very good and pupils learn and achieve very well. All pupils' interests are catered for equally well. The new headteacher provides good leadership and is beginning to establish effective systems to further improve the management of the school. The school provides good value for money.

What the school does well

- Pupils achieve high academic standards and by the age of seven and 11, results in the 2002 national tests are well above average in reading, writing, mathematics and science.
- The quality of teaching is very good. Good assessment helps teachers to plan lessons that build well on pupils' past learning. The tasks that pupils are given to do are interesting and challenging.
- All pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.
- The school provides a stimulating curriculum enriched by many visits, visitors and a wide range of interesting experiences through the teaching in all subjects. Very good provision is made to help all pupils to develop socially and morally.
- The headteacher provides effective leadership and, with the help of a conscientious team of teachers and supportive governors, successfully provides a happy, caring environment for all pupils.

What could be improved

- Development planning by drawing up a more detailed and thorough plan.
- The effectiveness of monitoring by co-ordinators and its impact on making the teaching and learning even better.
- Aspects of the accommodation because the hall is too small to allow gymnastics to be taught effectively to junior pupils and there is a lack of an outdoor play area and large play equipment for children in the reception class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. There has been good improvement since that time. In relation to the key issues, identified last time, the following improvements have been made:

- marking now clearly states what pupils have achieved and identifies individual needs;
- higher attaining pupils in junior classes are sufficiently well challenged in their English and science lessons;
- the school provides a good range of information for parents;
- statutory requirements with regard to special educational needs are fully met and parents are invited to regular review meetings.

The school has maintained the strengths identified in the last inspection. Overall, high standards have been maintained. The quality of teaching has improved significantly, with much higher rates of good and very good teaching.

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	B	A*	A	C
Mathematics	A*	A	A	B
Science	C	A	A	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

By the age of 11, results in national tests were well above the national average in 2002 for English, mathematics and science when compared with all schools. In comparison with similar schools, English and science results were average; mathematics results were above average. Overall, results were well above average in comparison to all schools and average when compared with similar schools. Results were not as good when compared to similar schools because the school is compared with schools in the top benchmark and pupils attaining the higher than expected level, Level 5, were average in mathematics and science, and below average in English when compared with these schools. The percentage of pupils achieving Level 5 was not as high due to a smaller number of higher attaining pupils in the Year 6 class than is usual. Over three years, test results have been well above average in all three subjects. The trend is generally consistent, but there is evidence of improvement in English, particularly pupils reaching the higher than expected level, Level 5. Girls outperform boys in science tests, but there is no difference in English and mathematics. The school met the high targets it was set in 2002 national tests and is on course to meet the challenging targets it was set for this year.

By the time the children enter Year 1, standards are above average and almost all pupils are meeting the expectations of the nationally recommended Early Learning Goals. By the age of seven, standards in the 2002 national tests are very high (among the top five per cent nationally) in reading and well above average in writing and mathematics when compared with all schools. In comparison with similar schools, reading and writing are well above average and mathematics results are above average. Proportions of pupils attaining the higher than expected level, Level 3, are very high in reading and well above average in writing, mathematics and science. Over three years, results in reading, writing and mathematics are well above average. There is no difference in how well girls perform in comparison to boys in tests.

Standards of work seen during the inspection in English, mathematics and science are high enough and continue to be well above average at the age of seven and 11 years. This reflects the results of last year's national tests. High standards in literacy mean that pupils read accurately, fluently and with understanding, and skilfully find information in reference books. They write in an interesting and imaginative way, whilst showing a high level of literacy skills. Number skills, knowledge and understanding are very well developed. Pupils' practical work is well planned, carefully carried through and used in a range of other subjects. In science investigations pupils use their skills, knowledge and understanding very well to make sense of the many challenges provided for them.

Pupils with special educational needs and those who are gifted and talented are making very good progress in relation to their prior levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, enthusiastic and highly supportive of their school.
Behaviour, in and out of classrooms	Very good. There have been no exclusions in recent years. Pupils have a clear understanding of right and wrong.
Personal development and relationships	Very good. The vast majority of pupils are mature, thoughtful and willing to accept responsibility when they are given the opportunity. Relationships are very good.
Attendance	Average, on the basis of the school's data for 2001/2002. The rate of unauthorised absence is below the national average.

TEACHING AND LEARNING

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

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

Overall, teaching is very good. High quality teaching in English, mathematics and science means that pupils are challenged, interested and learn well. Teachers manage lessons very well and through the high quality planning, based on good records of pupils' progress, match work to the needs of individuals. Teachers use resources very effectively. Objectives in lesson planning are clear, concise and a major reason why pupils' attainment has improved. All pupils, including those with special educational needs, have their needs met very well. They are making very good progress towards the targets set for them. Across the school learning is very good. Particular strengths are English, mathematics, science and information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall good. Effective planning by teachers; strong emphasis on numeracy and literacy. The curriculum caters well for pupils' interests and needs. An appropriate range of out-of-school activities, many trips and visitors enrich pupils' learning. The curriculum is restricted by the lack of outdoor play facilities for reception children and the small hall reduces opportunities for gymnastics for junior pupils.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. Staff offer good role models and have very clear expectations of behaviour. Mutual respect between everyone in the school ensures that pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Good. Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well. There is good assessment that is used well to build on pupils' past learning.

Parents support the school well, both in raising funds and by helping pupils at home with their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, good. The new headteacher provides effective leadership and has already brought about some improvements in the school. There is a very good team approach to decision-making and day-to-day organisation. Development planning is not thorough enough or sufficiently detailed.
How well the governors fulfill their responsibilities	Satisfactory. Governors are supportive and carry out their statutory duties purposefully. They rely on the headteacher to monitor and analyse the work of the school, but are kept fully informed.
The school's evaluation of its performance	Overall, good. The headteacher carefully evaluates how well the school is performing. Where areas for improvement have been identified the school considers and implements ways to raise standards. Co-ordinators conscientiously manage their subjects, but their effectiveness and skills in monitoring and further improving the teaching and learning are not consistent in all subjects.
The strategic use of resources	The school considers carefully how it can get best value in purchasing equipment and services. The money the school receives is used well and resources are effectively deployed. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good quality of teaching • The good behaviour of pupils • The good progress pupils make • The good management and leadership of the school • The information the school provides • That the school is approachable 	<ul style="list-style-type: none"> • Information on their children's progress • How closely the school works with parents • The range of out-of-school activities

The inspectors' judgments support the parents' positive views. However, they do not support the views in which parents expressed concern. There is an appropriate written annual report that provides a clear picture on pupils' progress and opportunities for parents to discuss their children's work throughout the year. The school tries hard and makes every effort to work closely with parents. The school provides a similar range of out-of-school activities to that found in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high academic standards and by the age of seven and 11 and results in the 2002 national tests are well above average in reading, writing, mathematics and science.

1. Standards have continued to be consistently high. The level of achievement from the time pupils enter the reception class to leaving the school in Year 6 is very good. This is largely due to the quality of the teaching and the very good attitudes of the pupils to their work. Teachers plan meticulously, expect high standards and cater for individual needs very well. As a result, pupils try very hard and produce work of good quality.
2. Children show a wide range of attainment on entry to reception and early judgements of attainment indicate that, overall, standards are average. Achievement is very good during the reception year, mainly due to the effective teaching. Almost all children are on course to meet, and some exceed, the Early Learning Goals anticipated for their age in almost all areas of learning. The exception is physical development, because the school lacks an adequate outdoor play area and the necessary large equipment to encourage and nurture their skills.
3. At the age of seven, standards in 2002 were very high in reading and well above average in writing and mathematics when compared with all schools. In comparison with similar schools, reading and writing were well above average and mathematics results were above average. Teachers' records of pupils' attainment indicate similarly high results in science. The proportion of pupils attaining the higher than expected level, Level 3, are very high in reading and well above average in writing, mathematics and science. Overall, results were well above average in comparison to all schools and also in comparison to similar schools. Over three years, results are well above average in reading, writing, mathematics and science. There is no difference in how well girls perform in tests in comparison to boys. National trends have remained steady. The school has been consistent in its high results.
4. At the age of 11, results were well above average in the 2002 national tests for English, mathematics and science when compared with all schools. In comparison with similar schools, English and science results were average; mathematics results were above average. Overall, results were well above average in comparison with all schools and average when compared with similar schools. Results were not as good when compared with similar schools because the school is compared with schools in the top benchmark, and pupils attaining the higher than expected level, Level 5, were average in mathematics and science, and below average in English when compared with these schools. The percentage of pupils achieving Level 5 was not as good due to a smaller number of higher attaining pupils in the Year 6 class than is usual. Over three years, results are well above average in English, mathematics and science. The trend is generally consistent, but there is evidence of improvement in English, particularly pupils reaching the higher than expected level, Level 5. Girls outperform boys in science tests, but this was not apparent in lessons. The overall trend in results is below the national one. Standards of work seen during the inspection in English, mathematics and science are high enough and continue to be well above average at the age of seven and 11 years. This reflects the results of last year's national tests.

5. In English, pupils' attainment is above average by the end of both infant and junior stages. Pupils have very good speaking and listening skills that are well developed in a range of lessons, but markedly so in literacy lessons. For example, 11-year-old pupils listened carefully to each other's well-expressed views as to whether sporting personalities should receive such high salaries. Throughout the school, the majority of pupils are accurate, fluent and expressive readers who understand their books well. Younger pupils have good basic skills that they use when they encounter words they do not know. Most pupils have good library skills. In writing, the highest attaining seven-year-olds have good ideas that they develop logically, and provide the reader with interesting thoughts and words. For example, a seven-year-old pupils wrote a story beginning 'Loa Loa lived in a tiny village in China. Behind a glistening mountain lived a blue ice dragon'. Basic skills of handwriting, spelling and punctuation are generally good and accurate. The majority of 11-year-olds are already accomplished writers. The highest attaining pupils show very good skills whilst seeking to entertain and inform, such as the pupils who wrote, 'Its another normal day in summer city, but not for Frank who's small, skinny and wears glasses. He was just about to get on the bus when...'
6. In mathematics, pupils' attainment is above average by the end of both infant and junior stages. All pupils achieve well and successfully cover the full range of work that the school offers. Higher attaining 11-year-old pupils effectively investigate numbers and their use; for instance, when interpreting data from single line graphs. Number skills are developing well, including work on ordering fractions and early algebra. Pupils are competent in a range of measures. Seven-year-olds calculate simple problems, know the value of digits and have a wide knowledge of two and three-dimensional shapes. Pupils have good attitudes and basic skills, such as presentation of work.
7. The development of literacy skills in other subjects is good. Reading skills were used in Year 4 to find information about the pop group 'S Club'. In Year 2, pupils labelled diagrams clearly and wrote instructions accurately for their healthy recipes in design and technology. Year 6 pupils produced long pieces of writing about life during the Second World War, and the paragraphing was particularly noteworthy. Throughout the school, numeracy skills are practised in a range of subjects. Linked to their topic on water, Year 5 pupils, for their homework, calculate in litres how much water they used over a five-day period. In Year 2, pupils measure parts of their body accurately as part of their topic on the human body. In all mathematical lessons, mathematical vocabulary was well developed.
8. In science, pupils' attainment is above average by the end of both infant and junior stages. Overall, pupils achieve well and progress is good across the school. By the age of seven, pupils have a good scientific approach to investigations and exhibit good skills in observation and communicating their findings. They are secure in their knowledge of humans and common materials. By the age of 11, pupils have a good grasp of appropriate scientific vocabulary. They are able to successfully predict the outcome of experiments and base their conclusions on their understanding of scientific processes. A good range of opportunities to investigate and experiment enhances pupils' ability to recognise the need for a fair test. They understand why this is important, plan and carry out their own experiments and select relevant equipment. Pupils have a good knowledge of the natural world, materials and their properties and the physical world.
9. In information and communication technology, by the ages of seven and 11, pupils achieve standards that are above the expected level for their age. As a result of recent additional resources and training, all pupils are making good progress. By the age of 11, pupils have a good facility with desktop publishing and creating a spreadsheet.

They have good skills in word-processing and can save their own work, find information on CD-ROMs and use icons and menus. They can use the Internet and download the information they require. Good use is made of these skills in other subjects such as art and design, English, geography, history, mathematics and science.

10. Good standards of work were observed in art and design, design and technology, history, geography and music lessons. Pupils of all abilities, including pupils who are gifted and talented or those who have special educational needs, are making very good progress. However, standards in gymnastics were below the expected level. This is due to the inadequate facilities in the hall and a lack of regular teaching sessions.

The quality of teaching is very good. Good assessment helps teachers to plan lessons that build well on pupils' past learning. The tasks that pupils are given to do are interesting and challenging.

11. The quality of teaching and learning is very good and has improved since the last inspection. At the time of the last inspection there was no unsatisfactory teaching, but there were relatively small amounts of very good teaching. This time, nine out of ten lessons were good or better with one half of the lessons being very good. The vast majority of parents are satisfied that teaching in the school is good. A particular area of improvement since the last inspection is the quality of marking; it now states clearly what pupils' achievements are and identifies individual pupil's needs. The quality of teaching promotes high attainment and learning.
12. Although the school has undergone changes in the teaching staff and staff absences in recent times, the ethos, expectations and good leadership and management have done much to improve the quality of teachers' practice. Teachers work hard, collaborate very well and provide good role models for the pupils.
13. Examples of good teaching were seen in every class throughout the school. This consistency is a strength of the school. Particularly strong are:
 - the very good planning based on good records of pupils' progress, which helps pupils to develop very effective skills, knowledge and understanding;
 - the effective classroom management that promotes very good behaviour and ensures that pupils' learning is maximised;
 - the high expectations, promoting effective learning and very good achievement;
 - the strong commitment to meeting individual's needs leading to pupils benefiting equally from all that the school has to offer.
14. In the reception class, teaching and learning are effective, consequently the children achieve well and reach the nationally recommended Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world, creative and emotional development. The teaching of physical and creative development is hampered by a lack of large, outdoor play equipment. Lessons are good and meet individual children's needs well. For example, in a music session, the teacher sought successfully to reinforce basic counting as the children focused on counting the beat of the rhythm. This consolidation work helps children to develop confidence. The pace of lessons is brisk and there is an increasing emphasis on children exploring.

15. In Years 1 and 2, the quality of teaching and learning is very good and pupils achieve well. In the very best lessons, teachers have very secure subject knowledge and understanding, lessons move along at a brisk pace and the management of pupils is very effective. Teachers make links between subjects very clear. For example, in a Year 1 history lesson there were strong links with information and communication technology as pupils used the computers to find out about Florence Nightingale. In a Year 2 literacy lesson, the basic knowledge and understanding of poems in the style of Christina Rossetti was emphasised. Pupils were well motivated and one higher attaining pupil wrote, 'blue is a bluebell jingling in the breeze' and a lower attaining pupil, with teacher support, wrote, 'blue is a whale diving in the ocean'. Teachers expect much of their pupils and they are rarely disappointed.
16. In Years 3 to 6, the strongest teaching was found in literacy, numeracy and science, and also, occasionally, in information and communication technology. In a Year 6 literacy lesson, much of the effective work was related to good questioning by the class teacher. Particularly strong was the way that the teacher engaged all groups. High standards were expected, as when a teacher asked pupils to improve the way they expressed their ideas. Pupils are used to being questioned and they know and understand that simple responses will not be sufficient. Importantly, lower attaining pupils are invited to make an input. The very good information and communication technology lesson in the Year 5 class was an ample indication of improved provision and learning, in an area that the school has improved upon since the last inspection. The resources to support this lesson included well-prepared activity sheets that challenged pupils with problem-solving questions. Science is taught well as pupils are provided with good opportunities to plan and carry out their own investigations. For example, pupils in Year 3 were asked to devise their own test to compare the absorbency of different types of paper.

All pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.

17. Pupils' attitudes to learning are very positive, their behaviour is very good and they develop warm, friendly relationships with other pupils and adults. They are well motivated and show great enthusiasm in lessons. In a Year 4 literacy lesson, pupils were eager to learn, and demonstrated a strong capacity to sustain concentration. Pupils responded well to the 'challenge' they were given in trying to write the second part of the story of 'Jason the Bully'. They enjoyed the task, responding positively and also consolidating their understanding of using adjectives and similes to enrich their stories. They show respect for the thoughts and comments of other pupils in the class. This was particularly evident in a Year 6 literacy lesson as pupils expressed their views about controversial issues such as school uniforms. They listened carefully to one another's opinions and reflected on the different views other pupils had.
18. Very good working habits are formed as pupils respond positively to the teachers' high expectations of academic achievement, attitudes to work and to positive behaviour. For example, in a Year 3 history lesson, pupils very quickly got into groups, organised themselves well and held a very sensible discussion when looking at Roman artefacts to gain insight into how people lived in those times. Pupils develop very good co-operative skills for partnership and group work. They often make positive comments to one another as they work and demonstrate a polite helpfulness towards each other. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class.

19. Overall, pupils' behaviour is very good. Children in the reception class are well integrated into the school and mix very well with all age ranges within the school. For example, at lunchtimes on the playground, pupils interact across all the school years in a harmonious manner. During the inspection period pupils were seen to behave well and quickly settled to work with positive effort. For example, in a Year 1 music lesson investigating musical patterns using tuned and untuned percussion instruments the mixed groups worked very well collaboratively. They discussed their ideas sensibly and showed great maturity, particularly when their views did not agree as to what would be the most effective sound to represent the animal they had chosen. Pupils are courteous and polite both in the classroom and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property as well as for others' values and beliefs. There have been no exclusions in the school in recent years. Parents express great satisfaction with the beliefs and standards promoted by the school.
20. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly. Tasks such as tidying up are completed without fuss from reception upwards. They are keen to come to school and develop into independent learners. Pupils are courteous, trustworthy and respect both property and resources. The school works hard to raise pupils' respect for each other and issues such as caring, friendship and bullying are discussed in assemblies and lessons. During a break, two Year 3 pupils spontaneously helped another child who had fallen on the playground. Pupils show respect for all staff and they in turn set an excellent example as role models for pupils. The headteacher provides visible, sensitive pastoral leadership for all, which has a positive effect on pupils. Parents are pleased with pupils' behaviour and relationships in the school, and expressed this at their meeting with inspectors and in the questionnaire.

The school provides a stimulating curriculum enriched by many visits, visitors, clubs and a wide range of interesting experiences through the teaching in all subjects. Very good provision is made to help all pupils to develop socially and morally.

21. The curriculum takes account of the needs of all its pupils well and the school provides many experiences that enrich the curriculum. For example, recently Year 3 has visited the Ribchester Museum linked to their work on Romans. Pupils felt the visit had 'brought the subject to life and made it more interesting'. A group of professional authors came into the school to talk to pupils during 'Book Week'. This provided a very good stimulus for pupils to write their own books. Over the year all classes visit places of interest to enrich their work in lessons, and good use is also made of the local community. An extensive programme of visitors to the school, workshops, competitions, joint activities with other schools, charitable events and school association activities enriches the curriculum. In Year 4, pupils experience dance with a professional dance company. There are good links with a local church, charities and members of the community. The curriculum provides interest, knowledge and excitement for pupils through the teaching in different subjects and has a very positive influence on their personal development.
22. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system. Staff make good use of praise and successfully build on positive behaviour. All staff provide excellent role models by setting a clear example. Pupils learn from the respect and consideration shown to them. Themes in assembly

particularly support the shared values and principles, and opportunities are provided in circle time in infant classes when pupils discuss many issues. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils demonstrate a good understanding of right from wrong. Value is placed on every pupil's work and effort, and weekly 'Achievement' assemblies provide opportunities for pupils to share individual successes they have had either inside or outside school with the whole school. Such recognition is further reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.

23. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example, pupils are providing regular support for a shelter for the homeless and for Mission Overseas Aid. Pupils are also taught to have a concern for their environment. For example, pupils have links with Penwortham Environmental Centre and Docker Park Farm. The school is involved closely with the community. The school takes part in celebrations such as Harvest Festival and Christmas celebrations and supports a local children's hospice. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils; they also act as assembly monitors. They sensibly look after younger pupils at playtimes and when they attend Mass on Fridays. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises.
24. Pupils also show an enthusiastic responsibility for their school and represent the school with pride in a variety of sporting teams. There is a clear code of conduct for good behaviour that is embedded in the teaching and life of the school. Opportunities for social development permeate every area of the curriculum and help pupils to develop high self-esteem and positive skills of social interaction. Their achievements are acknowledged with special certificates for good behaviour and positive attitudes. There are many opportunities for pupils to work co-operatively in class. A strength of the school is the way in which it encourages the pupils to take the initiative in lessons and to develop their interests further. Pupils begin to organise their own learning and make decisions.

The headteacher provides effective leadership and, with the help of a conscientious team of teachers and supportive governors, successfully provides a happy, caring environment for all pupils.

25. The new headteacher, who has been in post for 12 months, provides good leadership and is beginning to establish effective systems to further improve the management of the school. The strengths identified in the last report have been maintained and there have been improvements in:
- the good monitoring of teaching, learning and national test results;
 - tracking how well pupils are making progress.

Furthermore, the returned questionnaires from parents are almost unanimous in judging leadership and management to be effective.

26. The conscientious headteacher sets a very good example to the school's community in upholding the ethos of the school and has the respect of staff, pupils, governors and parents alike. Since her appointment she has successfully implemented the monitoring of teaching, group and class target setting and made improvements in the way that

teachers plan their lessons. She has improved the quality of information that the school provides for parents, and through her endeavours the school has a high profile in the community and is popular with parents. Recently there has been an increase in the number of pupils and the school has extended and improved the accommodation to cope with this. The headteacher has successfully sought funding to bring about further improvements. She is very perceptive and since her appointment has recognised several areas for development, such as:

- developing the role of the co-ordinator;
- improvements in analysis and use of data;
- standards in writing in Year 6;
- developing the role of teaching assistants.

Some of these are identified in the school development plan.

27. There is an appropriate management structure in place that leads to regular involvement of all staff through clear channels of communication. Teams of teachers meet regularly to discuss emerging issues; this has proved to be particularly effective in actively involving all staff in the development of aspects of the school. In providing professional support, the headteacher has built a loyal, hard-working team who share her commitment to creating a happy, stimulating environment for all its pupils.
28. The governing body is enthusiastic about its role and is well led by the chairman. Recently, it has received in-service training about school self-evaluation and is considering ways in which it can move forward, such as developing a greater awareness of curriculum and school life. It provides good support for the headteacher and staff. All statutory responsibilities are fulfilled. There is a satisfactory system of committees, which allows governors to carry out their duties purposefully. Although governors are well informed and actively involved in decision-making and monitoring the work of the school, they tend to rely on the headteacher for information. The headteacher conscientiously prepares written documentation with detailed information for the governors to read prior to a full governors' meeting. The finance committee considers strategic planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for all expenditures and is clear about the costs of developments. Specific grants are used well and are effective in bringing about development and improvements. The funding received from the National Grid for Learning, to improve provision in ICT, has had a positive impact on standards.

WHAT COULD BE IMPROVED?

Development planning by drawing up a more detailed and thorough plan.

29. Overall, the school improvement plan is satisfactory and sets appropriate targets for the coming year. The format shows sound practice. It successfully identifies some key areas for development. However, there are a number of weaknesses:
 - standards identified for improvement are not always the key ones; for example, 'writing in Key Stage 1' when results are high in writing and mathematics results are not as strong;
 - the priorities that have been identified are not sufficiently well detailed; for example, 'to review responsibility points' or 'review job descriptions';
 - some areas are not costed and the criteria stated by which success will be judged will be difficult to evaluate; for example, 'clear role responsibilities' or 'successful appointments';

- there is not sufficient involvement of the whole staff in the setting of relevant priorities; for example, individual subject co-ordinator action plans;
 - progress on areas of development is evaluated mainly by the headteacher.
- The headteacher is aware of the improvements that are needed and plans to address them in the next development plan.

The effectiveness of monitoring by co-ordinators and its impact on making the teaching and learning even better.

30. Curriculum development is appropriately planned and systems for keeping track are in place. This is mainly done by the headteacher and co-ordinators who review areas of the curriculum through regular staff meetings and analysing teachers' planning. Co-ordinators have clear responsibilities laid out in their detailed job descriptions. Appropriate structures exist for co-ordinators to give advice on and develop their subject. However, recently time has not been given within the school day for co-ordinators to observe the teaching and learning in lessons effectively in most subjects. Also some teachers have no experience of observing lessons and do not have the necessary skills to fulfil this aspect of their co-ordinators' role. As a result:

- Co-ordinators do not have a sufficiently clear picture as to the strengths and areas in need of development in their subjects;
- it is difficult for co-ordinators to identify good practice or to have an informed view as to the consistency in the quality of teaching in the subject;
- co-ordinators cannot effectively evaluate the impact or success of improvements that have been made on pupils' learning.

However, this year the information and communication technology coordinator has observed the teaching in lessons. From these observations she has highlighted important areas to focus on in order to improve, such as teaching assistants giving pupils too much help with their tasks on the computer and a greater focus on modelling. Similarly, the literacy co-ordinator, based on classroom observations, has improved resources for the teaching of extended writing, and, as a result, results have recently shown improvement. The school has plans to establish a planned programme of training and time for co-ordinators to monitor the teaching of their subjects in the next academic year.

Aspects of the accommodation because the hall is too small to allow gymnastics to be taught effectively to junior pupils and there is a lack of an outdoor play area and large play equipment for children in the Foundation Stage.

31. The hall is small and impacts adversely on the physical education (PE) curriculum that the school can offer its pupils, particularly gymnastics. This is because, due to its size, pupils in junior classes cannot perform to the level of which they are capable and staff are reluctant to conduct gymnastics lessons because of safety issues. Although the school has an appropriate range of large PE equipment, when it is in use the floor space available is inadequate for the number of pupils. For example, in a Year 6 lesson the quality of teaching and learning was affected badly by a lack of space because:

- warm-up activities such as running and jumping were severely constrained;
- during floor work the teacher was unable to see all pupils perform sufficiently well in order to make teaching points or identify good practice to use as exemplars for pupils to evaluate;

- during parts of the lesson one half of the class had to sit out in order to provide sufficient space for paired mirror work, which reduced the pace of the learning for pupils;
- pupils were unable to perform safely more energetic movements such as cart-wheels and handstands when trying to finding different ways of moving using their hands and feet;
- when pupils are engaged on the large apparatus, due to the closeness of the equipment, there are issues of safety as pupils could fall on other pupils or equipment as they climb up bars and ropes.

As a result, the standards that pupils achieved in the lesson were below the expected level for their age. Pupils have limited ideas on finding solutions or responding imaginatively to the challenges they are set in the lesson either on the floor or on the large equipment.

32. In the reception class the curriculum is good and the Early Learning Goals are well covered. However, there is a lack of a play area, and large play equipment for children for regular outdoor play. Although this does not appear to impact significantly on achievement it limits opportunities to further develop children's physical and creative skills, such as role-play situations and climbing and balancing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Overall, the school is very successful, but further improvements can still be made by focusing on:

(1) further developing the management of the school by:

- drawing up a more detailed and thorough development plan;
- improving the effectiveness of the co-ordinators by:
 - providing training in aspects of curriculum management, such as classroom observation and action planning in order to develop a consistent approach by all co-ordinators;
 - implementing the planned programme to provide co-ordinators with appropriate time to monitor the teaching and learning at classroom level (paragraphs 29, 30).

(2) seek help in order to improve the accommodation so as to be able to provide:

- a suitable hall so that pupils can receive their full entitlement to the physical education curriculum;
- an appropriate area and large outdoor play equipment for regular outdoor play for children in the reception class (paragraphs 31, 32).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	7	2	0	0	0
Percentage	0	50	39	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	6
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	8	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	8	8	8
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	8	8	8
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	85 (85)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	10	10	10
	Total	18	18	19
Percentage of pupils at NC level 4 or above	School	95 (93)	95 (93)	100 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	9
	Girls	10	10	10
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	100 (93)	95 (93)	100 (93)
	National	72 (70)	74 (72)	82 (79)

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	197	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	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	0	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	8	0	0
No ethnic group recorded	0	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	22.7
Average class size	29.2

Total number of education support staff	7
Total aggregate hours worked per week	114

Financial information

Financial year	2001/02
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	£
Total income	393,622
Total expenditure	377,227
Expenditure per pupil	1,965
Balance brought forward from previous year	16,395

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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	0	1	0
My child is making good progress in school.	60	39	1	0	0
Behaviour in the school is good.	54	41	2	0	0
My child gets the right amount of work to do at home.	41	46	12	1	0
The teaching is good.	58	39	1	1	1
I am kept well informed about how my child is getting on.	37	35	27	1	0
I would feel comfortable about approaching the school with questions or a problem.	49	41	6	1	2
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	34	45	18	2	1
The school is well led and managed.	52	41	5	1	1
The school is helping my child become mature and responsible.	58	36	5	0	1
The school provides an interesting range of activities outside lessons.	27	39	19	11	5

