

INSPECTION REPORT

**OUR LADY AND ST HUBERT'S RC PRIMARY
SCHOOL**

Great Harwood, Blackburn

LEA area: Lancashire

Unique reference number: 119645

Headteacher: Mr A O'Neill

Reporting inspector: Heather Evans
21374

Dates of inspection: 23 - 26 September 2002

Inspection number: 248044

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

Gender of pupils: Mixed

School address: Hallfield Road
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Great Harwood
Blackburn

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Appropriate authority: The Governing Body

Name of chair of governors: Eileen Hayes

Date of previous inspection: 26 September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	H Evans	Registered inspector	Science Information and communication technology Art and design Design and technology Physical education Foundation stage Education inclusion English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9984	M Roscoe	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?
31175	A Allison	Team inspector	Mathematics English Geography History Music Special educational needs	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

Our Lady and Saint Hubert's school is a smaller than average Roman Catholic primary school that has 129 pupils on roll, including 20 in the Foundation Stage. Overall pupils' attainment on entry is typical of that found in schools nationally for children of the same age. There are 9 pupils who claim their entitlement to free school meals and 32 who have identified special educational needs, the chief reason being difficulties with reading. Of these, one pupil has a statement of special educational needs. Although a very small number of pupils are learning a language other than English at home, all of these speak English as their first language.

HOW GOOD THE SCHOOL IS

This is a very effective school that makes very good provision for all of its pupils. The standards attained have been well above average for a number of years because the teaching is predominantly very good in the classes for younger pupils and whilst mostly good in other classes across the school much is very good. Work is challenging and pupils are expected to work hard, concentrate and persevere within lessons. The governors work in close harmony with the headteacher and staff in order to maintain the above average standards and to extend the life of the school and enhance opportunities for learning. Together they strive to improve the school, which provides good value for money.

What the school does well

- Results in the statutory tests are well above average at the end of Years 2 and 6.
- Pupils are eager to learn and make good progress.
- The quality of teaching is predominantly good and much is very good.
- The provision for literacy and numeracy is very good and skills learned are used well in lessons in other subjects.
- The leadership and management of the headteacher and the governors reflect their shared vision for continuing improvement.

What could be improved

- Opportunities to enable subject leaders to work alongside colleagues in the classroom in order to share skills and expertise.
- The provision for outdoor play in the secure area close to the Reception Class is very small and limits the opportunities for children to develop their physical skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the last inspection in September 2000 when weaknesses in leadership and management were listed as requiring attention. Since then the already good standards have been maintained at a level above or well above those in most schools nationally. The governors, headteacher and the subject leaders have worked together diligently and successfully to address all of the issues. The school development plan now covers an extended period and is well structured. The governing body is well informed and knowledgeably reviews the effect of spending on all strategies for long, medium and short-term planned projects. The governors in committee regularly review and evaluate plans for the curriculum and teaching. They have agreed a well-balanced set of curriculum policies, which they oversee. Through consultation with parents the first stage of a practical homework policy has been agreed and is due for review in the coming year. Staff and governors evaluate the effectiveness of work undertaken through the process of the analysis of results in statutory and voluntary tests and through the review of marked work in other subjects. Pupils' individual and group work is recorded carefully and targets are set that are made available to pupils and their parents. The improvements are causing teachers and governors to set

new challenges for the school, and they are working together to build on the very good improvements that have already been achieved.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A*
Mathematics	A	B	B	B
Science	A	A	B	A

Key

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

The results attained in the National Curriculum tests for 11-year-olds in 2002 in English, mathematics and science were an improvement on the scores listed above. Where the scores are listed as A* this places the school in the top five per cent when compared to similar schools. The school has maintained standards at an above average level over the past five years. The numbers of pupils in Year 6 are below the average class size. The nature of the groups varies considerably and in some years up to one third of the group has identified special educational needs. Work seen during the inspection indicates that standards amongst the present Year 6 pupils are on course to meet the very high targets agreed by the school for the present academic year. Attainment levels in other subjects reflect the standards seen in English and mathematics. Standards attained by pupils at the age of seven are well above average in reading, writing, mathematics and science as shown in the tests and assessments undertaken in 2001. During the inspection the attainment levels of pupils in Year 2 indicate that they are well on course to reach the well above average standards achieved in previous years. Across the school attainment in information and communication technology is at the expected level at seven and above national expectations by 11. Attainment in art and design and in design and technology exceeds national expectations by the end of Year 6. Pupils of all levels of attainment achieve well and most do very well when compared with their standards on entry. The trend of improvement over the past four years has been similar to that for schools nationally but has always been above the average. The attainment of pupils at the end of the reception class, where most children including those identified as having special educational needs attain all of the expected learning goals, is above that found in most schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they want to attend and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is good because pupils are managed well and they have a clear understanding of the system of rewards and sanctions of the behaviour policy.
Personal development and relationships	Relationships are excellent; pupils enjoy shared beliefs and demonstrate a clear understanding of what others value. The majority of pupils show good personal initiative and in the mixed age classes take increasing responsibility for managing their own work.
Attendance	Attendance is very good.

TEACHING AND LEARNING

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

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

The quality of teaching is predominantly good and close to half of the lessons seen were judged to be very good with one lesson judged to be excellent. Four lessons were judged to be no more than satisfactory but there was no unsatisfactory teaching. There are no significant weaknesses in teaching. As a result, pupils' attitudes to work are very good, their learning is good and results in the above and well above average standards that they attain. The very well organised teaching in English and mathematics enables pupils to make very good progress in all classes. Literacy and numeracy are taught very well. Teaching in other subjects is most frequently good. The scrutiny of pupils' books and the well-presented displays around the school demonstrate that teachers have very high expectations for the amount and quality of work by pupils. Teachers are very successful in meeting the learning needs of all groups of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. The curriculum meets all statutory requirements. The extra opportunities provided through visits to places of interest, visitors to the school and through clubs are very stimulating.
Provision for pupils with special educational needs	There is good provision for all of the pupils with special educational needs. Pupils are identified early and good support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is well organised and pupils' personal skills are well developed. There is very good provision for pupils' spiritual, moral, and social development and opportunities for their cultural development are good.
How well the school cares for its pupils	The school cares well for all of its pupils. The policy and procedures for child protection are good. Pupils' progress is tracked carefully and information gathered is used well to promote learning.

There are no curricular weaknesses. The quality of the school's partnership with parents is good. The school works hard to create very effective links and parents make a good contribution to their children's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher and his deputy with the involvement of the team of subject leaders are very good. They have a clear vision for the school and their enthusiasm, care and commitment motivates the staff and the pupils very well.
How well the governors fulfil their responsibilities	The governing body is fully committed to the school and provides very effective support. It is dedicated to the standing of the school in the community and is fully involved in decision making.

The school's evaluation of its performance	The school's awareness of its strengths and weaknesses is very good. This knowledge enables staff and governors to make very good progress in addressing identified areas for improvement.
The strategic use of resources	Every initiative is linked successfully to the sensible use of resources to support the priorities listed in the school development plan.

There is a good level of qualified staff who are deployed very effectively. The school building is cramped but it is attractive and welcoming and is well maintained. The facilities for the Foundation Stage are adequate but the outside play area is too small. Learning resources across the school are good. The governors are becoming very skilled in seeking the best value possible in all its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, make good progress and gain in maturity. • Teaching is good. • Pupils are expected to work hard. • They think that the leadership and management of the school are good. • The staff are very approachable. 	<ul style="list-style-type: none"> • They would welcome more information about their children's progress. • They still have concerns about the amount of homework set. • They feel that there are too few extra-curricular activities.

The inspection team agrees with the many positive views expressed by the parents. The team considers the programme of visits to places of educational interest, the success in sporting and academic competitions with other school and the many visitors to the school as well as the availability of some after school activities make a very good contribution to the support of the curriculum. The team considers that the present homework strategies are satisfactory. The inspection team believes that the ways that the school informs parents about their children's progress are good. The school is very willing to consult parents further in the coming months so as to find ways that will enhance such provision and involve parents more in the interest of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths:

- *children's success in achieving or exceeding all of the early learning goals by the end of the year in the Reception Class;*
- *standards and achievements in the national statutory tests and assessments by the end of Years 2 and 6;*
- *the overall good learning and progress made by pupils including those with special educational needs;*
- *pupils' skills and understanding of the design element in art and design and design and technology across the school.*

1. The attainment of children entering the school varies with each group but the most recent indications from the teachers' assessments using a well established system show the overall attainment level to be about average when compared with children of the same age nationally. Children usually have above average abilities in speaking and listening and in their personal and social development because almost all have spent time in the adjacent pre-school play group that has very close links with the school. Very good teaching enables all of these children, except those with special educational needs, to make very good progress and to exceed the expected levels in all of the early learning goals by the time they transfer to Year 1.
2. In the statutory National Curriculum tests in 2001, pupils' achievements in English at the age of seven demonstrated strengths in reading and outstanding attainment in writing. Standards in mathematics were also high. In all of these subjects pupils' performance compared very favourably with similar schools and was graded as being in the top five per cent in reading and writing and very good in mathematics. The teachers' assessments in science placed the pupils as well above the national average. In the national tests for 11-year-old pupils, the standards in English were well above the national average and were above average in mathematics and science. When compared with similar schools, pupils attained in the top five per cent in English and were above average in mathematics and science.
3. The school has reviewed the test results carefully along with those of voluntary tests carried out in other years. The school identified a need to increase the amount of practical, experimental and investigational work in mathematics and science so those pupils became mathematicians and scientists and were helped to deepen their understanding of the subjects rather than just learning and remembering facts. This has been seen to be successful in the improvement in Year 6 of the already good standards and in maintaining the very good standards in Year 2. Inspection evidence indicates that even at this early stage in the year pupils are well set to maintain the standards at a well above average level in these subjects. Pupils' skills in mental arithmetic are being developed very well across the school and they apply their knowledge in problem solving in other subjects such as science and design and technology.
4. Good and very good teaching in the Year 1-2 class enables pupils to gain skills in personal research and in working independently so that the match between work expected and pupils' prior attainment is very good. Together with the strong development of observational skills pupils are enabled to extend the good start they

have had very well, and to achieve levels that are frequently well above those for most pupils of the same age nationally. Within the class that caters for two age groups these skills help pupils to attain at least nationally expected levels in all other subjects. In art and design and in design and technology pupils exceed the levels normally found for pupils of the same age because their confidence and expertise in the design element is so well developed.

5. Although none of the pupils speak other than English as their first language, there are a very small number who are learning a language other than English at home. The school is very aware of the expertise of these pupils and regards them as part of their group with identified gifts and talents. The awareness and provision for the identified gifted and talented pupils that enables them to make very good progress is seen in many aspects of school life that include sporting, artistic and musical achievement.
6. The school is very successful in fostering the achievements of those pupils with special educational needs who are identified at an early stage. They have individual education plans that are tightly focused on areas for improvement and targets to be achieved. Pupils make good progress in Years 1 and 2 and, as their needs are more clearly defined, very good progress in Years 3 to 6. This is because of the quality of teaching, the match of tasks to their prior attainment in all subjects, the role of the skilled learning support assistants, the attitudes of their peers and all staff as well as the support from their parents. The quality of this work is highlighted by the fact that all pupils with special educational needs in Year 6 attained the nationally expected level 4 in English, mathematics and science in 2002. The school has improved resources for information and communication technology and now all pupils including those with special educational needs have even greater opportunities to make good progress in the learning.
7. Across the school the good systems for tracking pupils' achievements and progress and recording their attainment help to maintain the rate of progress and keep standards at the well above average levels. Even though all classes except Reception cater for two year-groups, pupils are always very well challenged and are expected to work hard and to give of their best. This is supported very well by the introduction of booster classes for pupils preparing for statutory tests and by specific additional support in skills in literacy and numeracy.

Pupils' attitudes, values and personal development

Strengths:

- *pupils enjoy their lessons and are happy and well settled;*
- *behaviour in lessons and at playtimes has been maintained at a good level;*
- *as a result of the provision for pupils' spiritual, moral, social and cultural development they are becoming thoughtful, kindly and confident individuals;*
- *relationships are excellent;*
- *attendance is well above the national average and is very good.*

Areas identified for further development:

- *a few pupils do not always obey instructions to work quietly in class;*
- *pupils have not been sufficiently involved in drawing up class or whole-school codes of conduct.*

8. Pupils are happy and friendly. They enjoy coming to school where, during one lesson, the prospect of a 'walk through the jungle' caused the youngest children, just starting school, to bubble with excitement. Pupils concentrate hard and in every class

most follow instructions effectively. A few find it hard to work quietly and this has an adverse effect on their performance and progress.

9. Staff plan well for pupils' social development and pose taxing questions, which inspire them to share their ideas and suggestions with others. In Years 1 and 2 pupils demonstrated this very well as they planned and discussed their science investigation. Older pupils reflect enthusiastically on what they do, the lessons they like and why. Pupils understand that their efforts are valued and nurtured. This builds their self-esteem and confidence as does the 'dip slip' awards system in the Year 5-6 class. Here pupils write down positive things that they like about their friends and school. On some days they then dip into the secret box and share thoughts that have been written anonymously.
10. Parents ensure that pupils attend school regularly and that they arrive on time. They behave well because they know the difference between right and wrong and they follow the good example that adults set them. Self-discipline is strongly encouraged because, staff say, this is the best discipline. Pupils try hard to rise to teachers' high expectations as was observed during a visit to the swimming baths when they organised themselves very well so that everyone had a partner. Parents report that behaviour is good and that their children leave the school as 'well rounded' individuals. Last year one boy was excluded for a short time because of his unacceptable behaviour.
11. Personal development is good because staff care very well for appreciative pupils who enjoy the trust that is willingly given to them as they undertake well-established tasks around the school. Pupils work in close harmony with their peers and all adults, because staff promote moral and social issues well. All pupils are encouraged to develop independence. This is evident as they display personal qualities which are valued by society, such as seeking help for their peers needing support at break times with a comforting arm around their shoulder, or volunteering to take a message where they see the need arise. Pupils display the capacity to respect others' differences with a huge degree of tolerance. In discussion at lunchtime for example, pupils waited patiently for others to finish speaking before adding their own contributions to a lively debate about the playground rules regarding football.
12. There are very good opportunities provided for pupils to act on their own initiative. These could be extended further as pupils are not involved sufficiently in making democratic decisions. For example, pupils have not all been involved in planning their own code of conduct or in establishing ways to ensure that their environment is litter free.
13. Staff are totally committed to including pupils with special educational needs in all aspects of the life of the school. All of the involved adults see these pupils, like all its pupils, as an integral and valued part of the community. Pupils with special educational needs take a positive approach to all subject activities and work with commitment. Pupils at the earlier stages of special educational needs, called School Action, work independently with their support assistants and in collaboration with other members of the class. This is equally true of pupils at the next stage of special educational needs, known as School Action Plus, although their ability to work well independently is more limited. This was seen particularly in such subjects as art and design, literacy, numeracy and science. Other pupils understand that pupils with special educational needs require additional support and treat them with respect.

HOW WELL ARE PUPILS TAUGHT?

Strengths in teaching and learning:

- *teachers' planning is collaborative, clear and effective;*
- *day-to-day assessment is used well to evaluate progress and extend learning especially in English, mathematics and science;*
- *pupils are well organised and learning opportunities match individual needs;*
- *the quality of teaching is predominantly good with more than a third very good.*

Weaknesses:

- *introductions are sometimes too long and this prevents activities being completed.*

14. Overall teaching is good across the school and there are examples of very good teaching, particularly in the Foundation Stage and classes for younger pupils. Very good teaching was observed for pupils in other classes across the school. In the core subjects of English, mathematics and science teaching is almost always at least good. Teaching was observed in 37 lessons or parts of lessons during the inspection. In all of the lessons seen, the quality of teaching was at least satisfactory. Just four lessons were graded as satisfactory, nine out of ten lessons were judged to be at least good and, of these, four in ten were very good and one lesson was graded as excellent. Lessons at the Foundation Stage for children under five were predominantly very good. The overall good quality of teaching throughout the school has been maintained and improved upon since the time of the last inspection. The increasing understanding of their leadership role by the subject co-ordinators together with the skills and dedication of all the teaching and support staff have had a positive impact on the overall quality of teaching.
15. The school has implemented and developed the strategies for teaching literacy and numeracy very successfully. This has had a beneficial impact on the overall quality of teaching because the structure and organisation of work is consistent in all classes. The very recent introduction of strategies from the accelerated learning programme are beginning to have a beneficial effect in keeping pupils' interest and enthusiasm for learning high. The training in planning and evaluating work, undertaken in the preparation for new initiatives, has had a positive effect on planning in other subjects. There are very few weaknesses in teaching, but the most significant tend to be sometimes extending the introduction of lessons for too long so leaving insufficient time for pupils to complete the allotted work. Pupils learn well from the teacher's instruction and guidance in all lessons and are keen to explain clearly and knowledgeably what they are doing to any adult or pupil willing to listen.
16. Teachers' secure subject knowledge forms the firm foundation for assisting pupils' learning. All teachers have a good understanding of what needs to be taught and as a result they are able to help pupils to develop the required skills effectively. Lessons are well structured in accordance with the recommendations of the relevant official guidelines and national strategies. Following the introductory session, pupils work collaboratively or independently within matched attainment groups in most lessons. Teachers select methods well fitted to the purpose for teaching the whole class, using for example the whiteboard, a 100 or 1000 square or a big book for class work with a shared text. Activity groups then complete relevant work carefully matched to their particular needs. Written tasks are tailored to the pupils' needs. This is seen to be particularly effective as almost all classes contain pupils from more than one age group.

17. Across the school basic skills are taught very well. Teachers engage pupils in detailed discussion with structured questioning that extends pupils' thinking and promotes their learning. Pupils are learning to investigate resources systematically and to examine results carefully, searching out minute details and all possible relevant information. This was seen to very good effect in a number of science lessons. Pupils devised a range of investigations to determine the relationships between the size of shadows in relation to the distance away from the light source of puppets made in design and technology. Graphs drawn on the computer using collected data enabled pupils to make deductions that were tested by repeating the experiments. Pupils enjoy being "science sleuths", *and* the increased amount of work being undertaken by pupils, using experimentation, is proving to be instrumental in helping to increase their achievements and raise the already good standards.
18. Across the school, teachers' personal enthusiasm and suitably high expectations are challenging pupils and encouraging them to learn well and to develop their skills across a range of subjects. The drive for higher levels of achievement and attainment is an important part of every lesson whilst learning remains fun. Teachers are sure of the purpose of all planned activities and explain them carefully to pupils. The teachers' knowledge, planning, control, organisation and management of pupils are good. Teachers' expectations are getting higher in response to pupils' improving attainment levels and the work continues to be challenging. It is because of the consistently interesting and effective teaching that they enjoy that most pupils are now on course to maintain the well above average standards of attainment across the curriculum by the end of this academic year. At the end of lessons teachers check whether the objectives discussed at the start have all been accomplished. This focuses the pupils' thinking and attention on what they are doing and why. Pupils of all ages and attainment levels benefit from reflecting on the purpose of the lesson and this review enables them to be sure of what they have learned and how it fits into the pattern of their work in other lessons.
19. Pupils with special educational needs, including those with statements of special need, make very good progress overall with their learning in all areas of the curriculum. One significant strength of the teaching provision is the very positive attitude of teachers and support assistants to pupils with special educational needs. Individual education plans are well prepared with the help of the co-ordinator for special educational needs (SENCO). Targets and records of achievement, for English, mathematics and social skills, are shared with pupils and their parents so that progress made is celebrated. Other advice is provided by the Learning Support Service, bought in by the school to provide additional specialist teaching for those pupils identified as having such a need. Teachers ensure that support assistants know what it is the pupils are expected to learn and how best to support them in this learning. Support assistants record observations, providing the teacher with information about the progress of pupils in lessons. This informs subsequent planning. In all lessons the effective support provided by the teachers and the dedicated assistants makes a significant contribution to the pupils' learning.
20. Teachers regularly work together in preparation for the teaching of new and familiar work. Planning is particularly impressive in English, mathematics and science but is also seen to be good in other subjects, where it is clear and well structured. Since the last inspection teachers have developed very useful strategies for assessing the progress that pupils make on a day-to-day basis. The information gathered is used after lessons each day in order to help to organise and develop the next stage of the learning programme.

21. Written work is marked clearly and regularly, to an agreed standard, and the scheme for marking is proving to be a useful way of monitoring work and assessing pupils' progress. Written comments shared by the teacher and pupil enable the pupil to develop good personal review strategies. With the younger children, teachers talk to each one as they mark work beside them pointing out good features and how they might do better next time. Pupils derive great value from this individual interaction with the teacher.

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

Strengths in curricular provision:

- *the overall quality and range of learning opportunities;*
 - *the breadth, balance and relevance of the curriculum based on very good planning and ensuring that all pupils are included;*
 - *the effectiveness of strategies for teaching literacy and numeracy;*
 - *provision for extra-curricular activities.*
22. The curriculum includes all subjects of the National Curriculum, together with religious education and personal and social education. Provision is of a good quality and provides interesting work for all pupils from the Reception class upwards. This is similar to the previous report when the quality and range of learning opportunities were judged to be generally good. All subjects have an appropriate time allocation. Provision for pupils with special educational needs is good. Religious education was not included in this inspection.
23. Children in the Reception class work towards the nationally recommended Early Learning Goals. The learning opportunities provided for these children are stimulating, interesting and of good quality so that children are motivated effectively and learn well.
24. Pupils with special educational needs have equality of access to all areas of the curriculum, including extra-curricular activities. The school, through very careful planning of the use of support assistants, ensures that all pupils receive a good level of support. For pupils with statements of special educational needs, the support provided exceeds the provision identified in their statements of special educational need. This support is provided within the classroom and includes specific tasks provided by the Learning Support Service. The support assistants clarify teaching points and questions asked by the teacher so that those pupils experiencing learning difficulties are able to respond confidently to questions put to the whole class by the teacher. In Years 3-4 and Years 5-6 this was most evident in literacy and numeracy lessons. Teachers know the pupils very well and this is reflected in lesson plans in all subjects where the tasks are very carefully matched to prior attainment and so foster progress in learning.
25. Planning is very good in Years 1-2 and Years 5-6. It is good overall in Years 3-6. The most recent national guidance together with advice from the local education authority is used as the basis for planning programmes of work. This careful and detailed planning provides continuity in pupils' learning so enabling good progress to be made across the national curriculum. This very careful planning identifies what pupils at different levels of attainment are expected to learn, understand and do during the term and in separate lessons. For example, in one history lesson in Year 3-4, tasks for the pupils with lower attainment and those with special educational needs were particularly well chosen, taking into account the targets set out in each

pupil's individual education plan. The planning also identifies where information and communication technology resources will be used. This included the use of a video recording in a Year 1-2 history lesson and of a computer program in a design and technology lesson in the same class. The planning also ensures that pupils have good opportunities to use skills learned in one subject to support learning in another, such as when producing and using graphs in science.

26. The National Literacy and Numeracy Strategies are very well established and the consistently high standards attained by pupils reflect the overall high level of competence and confidence of the teachers. In all subjects pupils are given the opportunity to develop the skills of speaking and listening, as in music lessons in Year 4-5 and in reading during a geography lesson in Year 5-6. In this lesson pupils were challenged to look closely at travel brochures to identify how to best use styles of persuasive writing. Pupils have plenty of opportunities to write in a variety of styles, not just in the literacy hour but also in other subjects. Pupils in the Year 1-2 class were challenged to write lists under headings about their design for a candleholder and what materials and tools they would need for this task. Numeracy skills are also consolidated very effectively and are used to foster learning in subjects such as science, history and geography. Every day pupils have good opportunities to organise their own work in order to learn independently. For example, in a music lesson in Year 3-4, pupils worked in groups to devise a short composition to portray 'sadness', after making their own selection of instruments. Skills in history and geography are clearly identified in planning showing pupils' knowledge and understanding. Information and communication technology is also used to support learning in other subjects. This is work that the school is keen to develop further now that the resources have been improved. Teaching and learning are supported satisfactorily by the provision of appropriate homework.
27. The school provides a good range of extra-curricular activities. Much is done to broaden pupils' experiences within the parish as well as beyond the community in which they live. These include visits to places of interest, such as Morecambe Bay and local museums and art galleries, as well as visits from people with specialist knowledge and expertise. Such visitors include authors, local artists, dance companies and parents with particular talents. These experiences enrich the curriculum and stimulate pupils' work. The school has effective links with the parish community. In addition to a range of sporting activities there are music opportunities such as the annual Christmas production, the chance to learn an instrument and visits to productions at other schools or colleges. Encouraging pupils to participate in competitions, for example poetry or short story writing and to enter the Library quiz and other competitions provides further enrichment.
28. The school has good links with partner institutions, notably the adjacent playgroup, a local special school, the high school and colleges of further and higher education that enhance the learning opportunities for all pupils. Two pupils from a local special school spend two afternoons a week in the Year 5-6 class and are made to feel welcome by all in the class. The school provides opportunities for teacher training, and these students add to the range of experiences provided in the classroom. At the same time the training undertaken by teachers to monitor and support these students adds to their own teaching skills to the benefit of the pupils.

Personal development, including spiritual, moral, social and cultural development

Strengths:

- *the provision for personal education is good;*
- *provision for spiritual development is very good;*

- *provision for moral development is very good;*
- *provision for social development is very good;*
- *provision for cultural development is good.*

Weakness:

- *provision for personal education is not clearly identified in a policy, though it exists well in practice.*
29. The curriculum for personal, social and health education is good. It helps to promote good behaviour and pupils' attitudes to learning and one another. Teachers work hard to build pupils' self-esteem and are successful in developing their confidence and relationships with other pupils and with adults. Each teacher ensures that pupils have the opportunity to discuss issues of life that are relevant to their age and maturity. In collective worship pupils are reminded of the importance of 'loving'. In an assembly for younger pupils the message that 'if you love people, love will come back to you' was very well promoted. Religious education, though not part of this inspection, is a key subject for promoting personal development but aspects are covered thoroughly in other subjects. Pupils are taught about the misuse of drugs, how the human body changes and how to have a healthy lifestyle in specially arranged lessons with the school nurse and in topics in science. The school recognises that, though the provision for personal development is good, having a clear policy that identifies how the provision is to be made will be beneficial.
 30. The good provision for pupils' personal growth makes an effective contribution to their spiritual, moral, social and cultural development and this is something the school does very well. Provision is very good because the school's policies, implemented consistently by all staff, are linked with the school's general aims and the strong Christian ethos that permeates all aspects of the school.
 31. There are very good opportunities for pupils' spiritual development through assemblies, lessons and in the day-to-day life of the school. In assemblies, pupils are given time to reflect on prayers and readings. In one whole school assembly, pupils reflected on the invisible gifts of wisdom, love and joy that come from God. In one Year 5-6 literacy lesson pupils were thoroughly engrossed in and excited by the opportunity to read aloud, in pairs, a scene involving Bottom and Quince from Shakespeare's 'A Midsummer Night's Dream'. The whole climate of the school promotes personal growth and respect of pupils for themselves and one another very well.
 32. Provision for pupils' moral development is very good. The school's code of conduct emphasises the care and respect that pupils are expected to show to one another. All staff expect good behaviour and pupils have a clear understanding of the rewards and sanctions procedures. As a result behaviour is good. Teachers provide opportunities to discuss moral issues as the need arises. Pupils know right from wrong and are set a very good example by all staff. The expectation that pupils and staff will respect the beliefs of others pervades the school.
 33. Pupils' social development is promoted very well. Social values are promoted well by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils often work in pairs or in small groups in class, as seen for example in music, geography and science lessons. They often work in pairs when using a computer and learn to share and take turns. Pupils from Year 6 read to and play games with younger pupils during wet break times. Pupils willingly accept responsibilities such as distributing materials in lessons and tidying up at the end of

lessons. Assemblies to celebrate pupils' achievements when 'Star of the Week' awards are presented, help to raise their self-esteem when the school shows how much it values their efforts. Activities that take place after school encourage pupils to work and play together. There are many contributions from visitors such as the parish priest, artists and members of the community who work with pupils. The inclusion of pupils with statements of special educational need supports everyone's social development and promotes very positive attitudes to identified pupils. This is reinforced by the close links with a local special school. Supporting charities such as St Joseph's Penny and the Sargent Cancer Care for Children also fosters pupils' personal and social education.

34. The school's provision for pupils' cultural development is good. This is an improvement since the previous inspection. The revised policy promotes teaching that provides opportunities for pupils to encounter and understand the traditions and values from different cultures in music, art, history and geography. This is supported by visits from poets, storytellers and theatre groups. In religious education pupils learn about other faiths such as Judaism, Hinduism and Islam. Pupils learn something of the cultural and ethnic diversity of British society as part of the taught curriculum and through daily contact with the small number of pupils with other cultural backgrounds within the school. These pupils are valued and respected as friends as shown in the way pupils mix together in class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths:

- *staff dedicated to pupils' care provide a friendly supportive environment which has improved since the previous inspection;*
- *procedures for child protection and ensuring pupils' welfare are good;*
- *the monitoring and promoting of good behaviour are done very well in lessons;*
- *procedures for supporting and monitoring pupils' personal development are good;*
- *systems for assessing pupils' attainment and progress are very good.*

Weakness:

- *the training of midday assistants has yet to be completed, as their role in the monitoring of behaviour during lunchtimes is under-developed.*

35. The school cares well for pupils because staff know them all well and respond to their needs. Welfare arrangements are effective and support all pupils, particularly the youngest, to settle confidently into routines. Effective child protection procedures are in place. Awareness is maintained through training and information for staff and parents. The assessment of risks is undertaken regularly. The school secretary and members of the governing body play an important part in these reviews. First aid procedures are effective and are supported by descriptive and comprehensive records.
36. Behaviour is monitored well in and out of the classroom, using a balanced system of rewards, praise and sanctions. Pupils are well used to receiving recognition for good work or improved effort. Most staff use the system consistently. Where this is not the case, some pupils in Years 3 and 4 find their concentration is affected in some lessons when rising noise levels go unchecked. Opportunities to extend the reward and sanction system to the lunchtime period are missed. Midday supervisors provide a good and amiable point of contact with pupils, and both enjoy each other's company. Bullying or harassment is very rare and is never tolerated. Parents know that all reported issues are dealt with firmly by the head teacher.

37. When required, parents are involved in helping to monitor and manage their children's behaviour using a two-way booklet. They describe it as very effective and helpful. It is evident that pupils' attitudes and behaviour are improved by the positive nature of the school's links with parents, as most say they feel comfortable approaching school with concerns.
38. The very good level of attendance has been heavily promoted and greatly encouraged. The outcome is that levels have risen to a level that is much higher than the national average. Absence is followed up very quickly whenever it occurs. Parents co-operate well with school to alert staff as to the cause of any absence. They are pleased that their children like school and enjoy their lessons.
39. Provision is good for the pupils with special educational needs. Targets set are regularly reviewed and revised. This process includes parents. Files kept are thorough, and reflect very good monitoring procedures.

Strengths in assessment procedures:

- *good analysis of children's attainment on entry;*
 - *the analysis and use of the results of statutory and voluntary tests is very good;*
 - *the assessment of progress and learning in other subjects is good especially in subjects such as information and communication technology;*
 - *the identification of special educational needs and ways of meeting pupils' needs is good.*
40. The school has improved its assessment procedures, which were identified an area for improvement in 2000, and has developed very effective practical strategies for monitoring the academic performance of pupils using statutory and voluntary test results. Trends in test results are analysed over years and good use is made of the information in the setting of individual and school targets as well as to identify areas for improvement. Pupils in Years 5 and 6 know what they need to do to reach the expected standards or higher.
 41. The school's assessment policy contains clear and helpful guidance on the recording and monitoring of pupils' performance. The results of tests are analysed carefully this information is used to plan new work. Completed work is marked to agreed standards and is set against targets to track how well pupils are achieving. Teachers in linked classes use assessment after lessons each day in order to ensure a good match of work and to help in the revision of short-term lesson planning. Pupils are rewarded in a range of ways for outstanding effort, good work or progress. Pupils delight in being awarded certificates and stickers and being mentioned in the celebration assemblies each week for their efforts in writing, mathematics and for behaving responsibly or meeting challenges with effort despite work proving to be difficult.
 42. Collected work is used in subjects that are not tested formally in order to assess levels of attainment, learning and progress. In the Reception class, the teacher uses a well-established assessment system to help the staff to plan individual and group work so that all children are helped to work towards the recommended Early Learning Goals.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths:

- *parents hold increasingly positive views of the school because the range of information has increased;*

- *the links between the school and its parents are good, and encourage many parents to be involved in their children's education;*
- *published information is of good quality.*

Areas for further development:

- *the regular two-way communication between parents and class teachers that works well in some classes is not consistent in every class;*
 - *the process of consultation with parents and ways of incorporating their views into future planning is still in the process of being developed;*
 - *annual reports meet statutory requirements and are satisfactory overall but in some cases there is insufficient information about those subjects where there is no statutory testing.*
43. The school has developed a good working relationship with parents, who say their children are happy and well cared for. The inspection team agrees. The need to consult parents about homework provision and to provide them with clearer information about the curriculum were identified as key issues in the previous report. This has been achieved to a considerable but not total degree. Parents appreciate the termly topic information that successfully describes provision for each class. Consultation has taken place with parents about the pattern for setting homework and a successful pattern has been established that meets the needs of the majority of parents. Plans are in hand to review the home-school agreement. Other improvements are planned but the written returns completed this term have still to be analysed and incorporated into the teachers' revised practice.
44. A number of useful initiatives have been introduced to enhance links between home and school. These are now good, but parents still feel that strategies for ongoing communication could still be improved. The questionnaire results revealed for example that small group of parents still have concerns about the amount of information provided about pupils' progress and the consistency and quality of homework. A few still express concerns about the range of activities provided.
45. Annual progress reports fully meet statutory requirements and give a satisfactory account of pupils' learning. For English, mathematics and science they present a clear indication of what pupils can and cannot do. Teachers' comments are positively phrased and include necessary remarks if pupils' lack of effort or behaviour impedes progress. In the best examples, aspects of the pupils' work that need to be improved are listed. In some the subjects that are not part of the testing process teachers write in more general terms and regularly describe the work that pupils have done and understand. Some parents consider that these descriptions do not make it totally clear about how far their children have progressed in all subjects. A small group indicates that they are unsure as to what they should do at home to help their children improve. The school is happy to review this part of the written reporting process in order to improve communication for all parents.
46. Opportunities are provided throughout the year for parents to discuss their children's progress. These evenings are very well attended, and reflect the high level of interest parents take in what the school provides. Many parents welcome the opportunities for informal discussion about behaviour, progress and learning that occur each day as teachers collect children from the playground each morning or hand them over to their parents at the end of the school day.
47. Regular and friendly newsletters keep parents informed of whole-school news, and underpin the partnership outlined in the prospectus and in the annual report from the

- governors. Pupils are encouraged to explain their rewards and achievements to parents, who are invited to assemblies each week.
48. A few parents do not feel that the school works with them closely enough. About a dozen do not feel well informed on a regular basis, especially those who cannot make frequent visits to school because of other commitments. Other parents, a significant majority, state that they are able to gain any relevant information on a regular, sometimes daily basis by speaking to teachers or by leaving telephone messages that are always returned. Good practice was found in some classes in assisting parents to be aware of behaviour targets through a booklet used by teachers and parents on a daily or weekly basis. The school is considering extending this pattern so that all parents can have access to this process as a regular home-school communication tool.
 49. Parents are very pleased that children are expected to work hard. They in turn contribute well in supporting learning at home, especially when helping with spellings, key words and multiplication tables. At the meeting with parents, they spoke very positively of the school's provision for moral, social and cultural development in terms of pupils' sensitivity to the plight of others and the respect and help they give to their peers and adults in the school. The number and range of educational visits were mentioned, and how well these broaden children's horizons.
 50. The school has worked hard to involve parents and values the good contributions they make to their children's learning. Fund-raising is keenly undertaken and has brought immediate benefits to the learning environment. Some parents also willingly take up the invitation to help in school or provide costumes for the very popular Christmas productions when every child is involved.
 51. Parents of pupils with special educational needs are informed from the time pupils are first identified. They are aware of the guidance and support that is provided for the pupils in school. Parents know what the identified targets are and are kept informed of progress made through formal and informal contact. When a pupil has a statement of need parents are fully involved in the review process. Whilst the school policy for special educational needs is written in a straightforward style, the school is preparing a new policy document that can be even more easily understood by all parents. This can only be helpful in promoting the partnership with the home, which is valued by almost all parents of pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership strengths:

- *the headteacher, deputy headteacher and the chair of governors have a very strong partnership and a clear vision for the future development of the school;*
- *the subject co-ordinators provide good leadership for colleagues in all subjects but particularly in English, mathematics, science as well as for assessment and special educational needs;*
- *with the headteacher, the governing body and the key staff lead the school very effectively.*

Management strengths:

- *the school has very strong and positive strategies in place to evaluate strengths and areas for development;*
- *the plans for strategic management and shorter term development are clear, dynamic and are very well-structured;*
- *the budget is managed well and governors are very alert to evaluating best value in all of their decision making;*

- *the teaching and support staff are well qualified and have a wide range of experience they are instrumental in helping the school towards achieving its aims;*
- *the management and use of assessment systems is good.*

Areas for development:

- *the lack of space and the planned improvement for using information and communication for monitoring the progress of individuals as identified for action in the school development plan.*
- *further opportunities for subject leaders to work alongside colleagues in the classroom in all subjects as shown in the school development plan;*
- *the very limited secure space outdoors for developing the physical skills of children in the Foundation Stage.*

52. A range of useful strategies has been implemented since the last inspection and these have resulted in there being very good improvement in the pattern of leadership and in the management structure of the school.
53. The headteacher, together with the subject co-ordinators and the chair of the governing body, have a clear, shared purpose and a very strong and dynamic vision for the future development of the school. Their strong and purposeful leadership has enabled the school to rectify most of the areas of weakness identified during the last inspection and to establish a long-term structured programme of work aimed at overseeing the changes that have been implemented and rectifying the few areas that are still outstanding. They have a shared understanding of the strengths of the school and are providing effective guidance as to where action is still required. The consistently high standards attained by pupils of all ages and prior attainment are evidence of their commitment to working towards excellence.
54. The governors' committee structure works well and, together with the subject leaders and the senior management team, provides a clear and positive educational direction for the school. The school development plan and the longer-term strategic management plan, drawn up in consultation with staff and governors, are useful documents that list priorities, track improvements and identify areas for future development. Together they present a clearly defined programme for sustained improvement and include review dates that demonstrate success criteria and also regular monitoring of progress made and reflection as to the next step forward. The governing body provides informed support and is meeting its statutory requirements very well. Governors are alert to the strengths and weaknesses of the school and understand the issues concerning target setting and their individual and collective responsibilities in these aspects. There are named governors who play active roles in supporting pupils with special educational needs and monitor provision for literacy and numeracy. These governors have attended appropriate training with the co-ordinators.
55. The school's arrangements for financial management and control are good. The school's administrator and the headteacher work well with the budget officer from the local authority to ensure that the budget is tightly controlled so that the requirements of the governing body are met. The finance committee's considerable experience and expertise ensure that the school seeks to secure the very best value that it can in its use of learning resources, the accommodation and personnel. The chair of the finance committee and members of that committee are particularly well-informed and fully understand the financial implications of school management. These governors have a clear and detailed understanding of the principles of 'best value'. An example of this is their commitment to maintaining staffing levels and providing additional

skilled staffing for booster classes, with the intention of raising standards at the end of Year 6 in 2002 and in the present academic year. That all pupils in Year 6 achieved the expected attainment level in 2002 and more than half of the class achieved the higher level rewarded these decisions.

56. The quality of formal and structured curriculum planning has been addressed successfully and is greatly improved since the previous inspection. The headteacher, deputy headteacher and the curriculum leaders have accurately identified the strengths and weaknesses in the curriculum and have used their findings to guide their revised organisation. This improvement is reflected in the use of their analysis of pupils' work and the resultant changes in planning and teaching. Teachers have continued to work together with support from colleagues, and this work has helped to improve planning both on a day-to-day basis and for longer-term changes. This work is not yet complete and teachers are eager to work with colleagues in other classes to share their considerable expertise in subjects across the curriculum.
57. The overall provision for pupils with special educational needs is good and is very well led and managed by the co-ordinator who has a very clear vision of her role. She monitors planning to ensure that the needs of pupils are being met. She has identified key areas for development such as the increased use of information and communication technology to foster learning. Liaison between the co-ordinator, class teachers, support assistants and external agencies is very good. There is effective organisation and implementation of the identification, support and monitoring procedures. The small amount of time that pupils are taught outside the classroom is used very effectively. The governing body is kept very well informed. The governor with responsibility for special educational needs takes her role very seriously. She observes lessons and shares in regular discussion with staff. The school and governing body ensure that all funds allocated for special educational needs, including additional funding from within the school budget, are spent as specified. For anyone with physical difficulties who may find steps a problem, there is access to the school via a ramp. Classroom assistants provide good support for pupils and for teachers because they feed back to teachers, both orally and in writing, on attainment within lessons. These skilled classroom assistants are an integral part of the teaching and learning support team.
58. The school uses assessment information effectively to set targets aimed at improving future performance for groups and individuals. The targets agreed by the school for pupils' performance in the statutory tests in the current year are challenging but are considered to be achievable. The action plans for the academic years 2003 to 2005 are relevant to the pupils' needs, especially in literacy, numeracy, science and information and communication technology. There is an agreed programme of building work that is due to begin very shortly aimed at solving the shortage of space for storage and the further development of the library. Plans to increase the use of information and communication technology for assessment and tracking pupils' individual and group progress are clearly identified and money has been allocated to provide training for this work. Space is at a premium and the school is seeking to find a way to create a computer suite to enhance the scope and range of work in this subject. The apparent surplus in the money carried over from last year looks to be excessive but in fact most has been earmarked to pay the school's share of the delayed building work and for listed training and development programmes.
59. The commitment and clear-sightedness of the headteacher and chair of governors, who work very closely together, has meant that the school has made very good progress since the last inspection. Very secure systems for moving the school forward have been established. The school is in a good position to go on to improve further. Taking into account the evidence of good and very good teaching, the very

good attitudes and relationships between all the people involved in the school and the good behaviour of pupils set against the average financial resources, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to maintain standards and to make further improvements the headteacher, governors and staff should:

- (1) complete the planned work to enable subject leaders to work alongside colleagues in their classrooms so that over time their skills and expertise may be shared by all of the teaching staff;

Paragraphs: 54,77,82,89,99

- (2) review the provision for outdoor play, in the secure area close to the Reception Class, as part of the process of renewal and refurbishment of the building so that the opportunities for children to develop their physical skills may be enhanced.

Paragraph: 68

A minor issue that the governors might consider:

- seek all possible ways of creating a dedicated area for work in information and communication technology (ICT), where computers are grouped together, allowing staff and pupils to make even better use of time and so helping to raise standards in ICT to the level of those in English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	18	4	0	0	0
Percentage	3	38	49	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 almost three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	129
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	32

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	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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
	2001	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	12	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	12	8	10
	Total	19	15	17
Percentage of pupils at NC level 4 or above	School	95 (94)	75 (94)	85 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	11	9	8
	Total	17	15	14
Percentage of pupils at NC level 4 or above	School	85 (82)	75 (94)	70 (88)
	National	72 (75)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
123	1	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
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)	5.6
Number of pupils per qualified teacher	23
Average class size	25.8

Education support staff: YR-Y6

Total number of education support staff	5
Total aggregate hours worked per week	59

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	321,563
Total expenditure	316,599
Expenditure per pupil	2,553
Balance brought forward from previous year	43,526
Balance carried forward to next year	48,490

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.6
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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	124
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	8	0	0
My child is making good progress in school.	43	48	6	1	1
Behaviour in the school is good.	49	49	1	0	0
My child gets the right amount of work to do at home.	23	51	23	0	3
The teaching is good.	44	51	1	0	4
I am kept well informed about how my child is getting on.	34	43	17	6	0
I would feel comfortable about approaching the school with questions or a problem.	62	23	14	0	0
The school expects my child to work hard and achieve his or her best.	64	3	6	0	0
The school works closely with parents.	35	47	14	4	0
The school is well led and managed.	51	39	8	0	3
The school is helping my child become mature and responsible.	48	51	0	0	1
The school provides an interesting range of activities outside lessons.	13	49	22	3	13

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. There is no nursery and children join the Foundation Stage in the reception class in the September of the year in which they will be five. Most of the children have attended the adjacent playgroup that has very close links with the school. The assessment procedures undertaken in the autumn term, soon after entry to the school, indicate that overall attainment on entry is close to that found for most children nationally but children's speaking and listening skills are above average. The school follows a programme of work that covers the six areas of learning leading to the officially recommended early learning goals. At the time of the inspection the children had been in school for just three weeks. As children achieve the expected levels for pupils at the age of five, teachers begin to introduce elements of the National Curriculum into the work planned for the class in a gradual way as individuals and groups are identified.

Personal, Social and Emotional development

62. Evidence from looking at pupils in Year 1 indicates that attainment in personal, social and emotional development is above average by the age of five with the children mixing and socialising well. On entry, most of the children have already had some experiences in a local nursery so are able to work together, share resources and are beginning to learn and understand the need to take turns and listen to each other. Groups of children were observed working together well with minimal adult intervention. They behave well in all situations, work well, and are able to concentrate and persevere with their learning during the majority of sessions. Lessons in personal, social and emotional education enabled pupils to learn about waiting for others to finish speaking and listening to their views. The teacher and nursery nurse create a supportive atmosphere where each child feels they are special. There are high expectations of behaviour and the children want to please them.

Communication, Language and Literacy

63. The children's attainment in this area is above average on entry and by the age of five. They are confident, articulate talkers and respond well to the teacher's and nursery nurse's questions. Throughout all lessons they are encouraged to develop their vocabulary and listen carefully. All children enjoy books, take great pleasure in handling them and in taking care of them. The youngest children are able to talk about the book they are reading and predict what might happen. Other children are beginning to recognise initial phonic sounds and a few key words. Most can talk about their books and retell their favourite stories. Many of the children can write their name and some are beginning to write and spell some key words correctly. By the end of the year, having scrutinised the work of last year's Foundation Stage, now in Year 1, many children are able to write short sentences, although punctuation is often invented and sometimes therefore is inaccurate. The writing of most children is well formed and legible.

Mathematical development

64. As seen in the retained books and folders and the observed work of pupils who have just started Year 1, by the age of five the children's attainment in this area of the curriculum is above average and their progress has been very good. Children recognise numbers to five and can sequence them correctly. They are also able to

understand 'more' or 'less than' when counting to 10. They can confidently name two-dimensional shapes such as 'circle', 'square', 'rectangle' and 'triangle'. These shapes are used successfully to create interesting pictures. Children are aware of how to continue patterns using sticks and by threading beads. Work scrutiny of last year's under fives shows that by the end of the year a few children are able to count in tens to 100, count in pairs, perform simple addition and subtraction sums up to 10. They have experience of using appropriate vocabulary such as 'taller', 'shorter', 'lighter', and 'heavier'. The children enjoy the tasks set and eagerly join in the class sessions. They work well sharing resources and helping each other. They are interested and make good progress. During the inspection children showed how they count in ones and twos and demonstrated some of the many number rhymes that they know showing how to count backwards from ten or eight.

Knowledge and Understanding of the World

65. The children's attainment at the age of five in this area is above average. They understand something of what will float and which toys will sink and gain scientific knowledge about floating and sinking through water play. Children also took great delight in using an old fashioned washboard and an antique 'posser' to clean the dolls' clothes. Displays on the walls illustrate the fact that the children have been working to develop their language and knowledge of their senses such as, "*We listen with our ears*" and "*We speak with our mouths.*" Children also enjoy playing in the sand, in a bath of rice and undertook investigations using a deep tray of partially set jelly. The language developed from these activities is prompted and supported by skilled intervention of the classroom assistant. The range of activities available for the children gives them many opportunities to learn. They are interested in the activities that are prepared for them. Their imaginative play as they act out the story of '*The Bear Hunt*' and enjoy playing games inside the 'bear's cave' links experiences in other activities during the day very well. Through photographs and old objects of interest, children are beginning to have an understanding of times past and what school was like when their grandparents were children. They know about how some people live in other parts of the world, as a few have visited places in Europe and America, and can identify other places on a map. Children enjoy using the computer in the classroom to paint and to label their work as well as for games involving colours, words, shapes and numbers.

Physical Development

66. The children's attainment in this area is at least in line with that found in most classes for children at the end of the Foundation Stage. They are able to use scissors and cut carefully around shapes, with most keeping to the lines. Most hold a pencil correctly and are beginning to have good control. Almost every child is able to write its own name with a high level of accuracy. In play in the school hall and in the playground, they are able to run around with care and find spaces without bumping into each other. When joining in a dance lesson in the hall children follow the music and work well alone as individuals dancing to their own imaginative thoughts and as a group following the teacher's directions. Their joy when sharing in the '*Bear Hunt*' showed how well they listened and matched learning in story time with their experiences in physical and creative work. The keep fit mathematics activity enabled them to experience jumping, clapping and hopping to a steady beat and to organised counting activities.

Creative Development

67. By the end of the Foundation Stage, the children's attainment in this area is average. They rise to the challenge of making puppets on sticks in a creative session, and particularly enjoy demonstrating how they work when making a shadow puppet play looking at how the shadows change size when moved between the screen and the light source. They readily use shapes to make pictures and have made very attractive caves where their clay bears live and hide. Children know the names of some of the percussion instruments and, by the end of a session, know which are hit, scraped or shaken. They are beginning to appreciate the difference between loud and soft sounds and how to play the instruments. The children enjoy the creative activities and are totally enthralled when working in the play areas. They are enthusiastic about music and singing and already know a range of nursery rhymes, which they say and sing well.
68. Since the previous inspection the official requirements and recommendations for outdoor facilities have been revised. Although the school has a small secure play area, it is very restricted. The school recognises that as the planned staged programme for changes to the school's accommodation is undertaken, the design of this area will have to be considered very carefully, taking account of the need to store large wheeled toys and climbing apparatus. Children use the computer with great delight but at this very early stage in the school year they still need help to manage some of the available programs. The ease with which pupils in Year 1 manage their learning using the computer indicates that the work in the Foundation Stage is very well matched to children's needs.

The quality of teaching

69. Teaching is very effective across the six areas of learning because of the teacher's meticulous planning and her understanding in depth of the needs of young children and how they learn. Teaching in developing the children's personal development is very good. The work planned is organised very effectively and the staff arrange many opportunities for children to extend their experiences and develop ways of learning through play so that they build effective relationships with one another. The quality of teaching is also very good in mathematics and English, where well-planned lessons show a clear understanding of the early learning goals. The range of activities and topics covered ensures that the children have wide experiences and develop a good understanding of the world around them. This understanding also means that there is a rich selection of activities provided to enable children to develop aspects of their creative development that match their needs and abilities. Throughout the day a range of learning opportunities is made available to the children so that they grow in confidence to use paints and other media and to enjoy music of all types. The choice of music and the time allowed for activity followed by simple discussion and reflection enable the staff to watch and offer encouragement and support. In physical activities, the teacher uses good movements and shapes demonstrated by some children to show others how they might extend their own performance. Pupils with special educational needs who are taught alongside their classmates make equally good progress.

ENGLISH

70. Inspection evidence indicates that standards of attainment are similar to the findings of the previous inspection. Standards of attainment of pupils in Year 2 and Year 6 are in line to be well above those expected nationally by the end of the year. In the 2002 national tests, all pupils in Year 6, including those with special educational

needs attained the nationally expected level 4 and over half attained level 5. There is no significant difference between the attainment of boys and girls.

Standards are well above average, and are consistently high, because:

- *the results of national and optional tests are analysed in great detail to identify and remedy any gaps in teaching and learning;*
- *teachers have very good knowledge and understanding of the National Literacy Strategy and how to deliver this efficiently in mixed age classes and across the curriculum;*
- *planning that makes good use of on-going assessment is very detailed to ensure that all pupils are provided with challenging tasks that match their prior attainment;*
- *teachers have high expectations of what pupils should be able to achieve;*
- *learning support assistants and teachers provide very effective support for all pupils;*
- *pupils enjoy the subject and work with high levels of concentration;*
- *the subject co-ordinator monitors planning and ensures that there are sufficient resources to meet the learning needs of the pupils and facilitate good teaching.*

71. As a result, all pupils, including those with special educational needs, achieve very well, making rapid progress in Years 1 and 2 and maintaining this progress in Years 3 to 6.
72. Teaching and learning are good overall. Teaching in Year 1-2 is very good. The teaching of older pupils is good overall, ranging from satisfactory to *good*, with good teaching in two thirds of the lessons seen. In the school there is a very good knowledge and understanding of the National Literacy Strategy by most teachers. The satisfactory lesson was taught by a teacher with less experience of the National Literacy Strategy, but there were good aspects within this teaching that ensure learning in lessons is sound. The quality of teachers' subject knowledge overall provides a very solid foundation for the teaching of English, not only during the literacy hour, but also in all other subjects. For example the high standards of speaking and listening are promoted by questioning that is matched to the prior attainment of the pupils. In one Year 4-5 music lesson pupils were challenged to listen closely to a piece of music and then explain why it generated a feeling of sadness. Teachers choose texts very carefully so that the interest of pupils is aroused and they listen attentively as the teacher reads, such as in a Year 1-2 literacy hour during which pupils listened to the poem 'Lounging'. Pupils also listen to each other in discussions or when someone is chosen to read their work aloud. In a Year 3-4 class, pupils worked on a setting for a story and, when asked, a boy read as the others listened, 'The weather was hot, heavy and sticky....' As a result of the teachers' encouragement all pupils achieve a high level of competence and confidence when speaking. For example, an inspector was approached by an older pupil who said, 'Excuse me, if I'm not interrupting anything, would you like to come and see what we are doing in our classroom?'
73. The teaching of reading is fostered well. By the end of both Year 2 and Year 6, standards of attainment are well above what is expected nationally. This is because the books are well-chosen and the skills of reading are taught effectively using a range of strategies, including the teaching of phonics that helps pupils to work out

what unknown words might be. Their knowledge and understanding of sounds and the different ways they are written in English also ensure that spelling skills are also of a high order, particularly for the average and higher attainers. Reading skills are consolidated and extended in other subjects. Pupils read for information, for example about the Ancient Egyptians. Pupils are also taught how to locate appropriate information books by using a classification system and then, having identified a possible source of information, to use the contents page, index and glossary to find the appropriate page or chapter. Further support for extending reading skills is through encouraging pupils to take books home to read to adults. The outcome of this approach to teaching reading is that almost all pupils have a love of books. One Year 6 pupil's face was alight as he described how he was reading the Harry Potter books for the eighth time. Pupils in Year 5-6 read extracts from Shakespeare's 'A Midsummer Night's Dream' with very obvious enjoyment.

74. The effective teaching also enables pupils to attain standards in writing that are well above national expectations. This is because teachers provide a wide range of writing experiences in the literacy hour and in other lessons. Teaching of writing skills is very well structured. Teachers take great care to help pupils acquire new skills, such as in a Year 4-5 class where pupils were learning how to build up a picture of a character. The thoroughness of the teaching, coupled with the choice of interesting tasks, encourages pupils to write with confidence and enjoy their work. The variety of writing tasks, such as biographies, letters, instructions, poetry, stories and reports for various types of newspapers, enables all pupils to extend their communication skills as they write for different audiences. One example of report writing was about the role of school governors, and this helps to promote an understanding of citizenship. Handwriting is taught carefully from an early stage so that as pupils move through the school their handwriting becomes fluent as well as neat and legible.
75. A key factor of the teaching is the detail incorporated in the planning. All lesson plans show very clearly what it is that pupils will know or be able to do by the end of the lesson. Pupils are made aware of this at the beginning of every lesson. Resources and how they are to be used are also identified, and this includes how learning support assistants should be deployed, for example, to support lower attainers and pupils with special educational needs. The tasks are challenging, reflecting the high expectations that teachers have of all pupils in relation to their prior attainment. In a Year 5-6 lesson, pupils were given the daunting task of writing instructions for a set designer by referring to phrases from the text of 'A Midsummer Night's Dream'. The task was modified for those pupils with special educational needs and they were also well supported by the teacher to enable them to complete their task. Almost all pupils tackled this with relish because their imagination had been fired by the way the text had been introduced to them. An above average attainer automatically used bullet points, drawn from previous learning, to record information about the setting of the play. The detailed planning leads to good class management and the organisation of learning so that time is not wasted. This facilitates learning by all pupils, contributing significantly to the standards they attain.
76. Teachers use information and communication technology to support learning. In a Year 3-4 class some pupils worked confidently in pairs – mixed boys and girls – using 'Word' to enter their writing about a setting for a story on a computer. In a Year 4-5 class, some pupils used a search engine to find information about authors prior to writing their own short story for a competition. The school is extending the use of information and communication technology to foster learning.

77. The subject is led and managed well. The co-ordinator monitors planning and, with colleagues, analyses work, particularly writing, done by the pupils to ensure teaching is meeting the National Curriculum requirements and to keep a check on progress. An annual audit of resources and the school's very thorough analysis of the results of national and optional tests helps to identify areas of teaching and learning for the school development plan. This has a positive effect on the quality of teaching and learning and so on helping the school to maintain the consistently high standards attained by the pupils. There is very little provision that enables the subject co-ordinator to work alongside colleagues in the classroom. This limits her ability to support and guide them in their commitment to continued high standards.

MATHEMATICS

78. Inspection evidence indicates that standards of attainment are in line to be well above those expected nationally by the end of Years 2 and 6. This is similar to the findings of the previous inspection. In the 2002 national tests all pupils in Year 6, including those with special educational needs, attained the nationally expected level 4 and over half attained level 5. There is no significant difference between the attainment of boys and girls.

79. Standards are high, and have remained consistently high, because:

- *the results of national and optional tests are analysed in great detail to identify and remedy any gaps in teaching and learning;*
- *teachers have a very good knowledge and understanding of the National Numeracy Strategy and how to deliver this efficiently in mixed age classes;*
- *planning that makes good use of on-going assessment is very detailed to ensure that all pupils are provided with challenging tasks that match their prior attainment;*
- *teachers have high expectations of what pupils should be able to achieve;*
- *learning support assistants and teachers provide very effective support for all pupils, including those who have special educational needs;*
- *the subject co-ordinator monitors planning and ensures that there are sufficient resources to meet the learning needs of the pupils and facilitate good teaching.*

As a result, pupils of all levels of prior attainment, including those with special educational needs, achieve very well, making rapid progress in Year 1 and Year 2 and maintaining this progress in Years 3 -6.

80. Teaching and learning are good overall. In Years 1 and 2 teaching is very good. The teaching of older pupils is good overall. The quality of teaching in Years 3-6 ranges from satisfactory to very good, with one third being satisfactory, one third good and one third very good. The analysis of work and the observation of a Year 5-6 lesson indicate that teaching is consistently very good for the oldest pupils. Very secure knowledge and understanding of the National Numeracy Strategy underpins the good and very good teaching. Teachers confidently produce detailed plans that clearly identify what it is that pupils will learn. Pupils are made aware of these learning intentions so that by the end of the lesson they are aware of their progress. In a good lesson with Year 5-6 pupils, the teacher questioned the pupils closely in the concluding part of the lesson to check on their understanding of the inverse relationship between multiplication and division and whether they understood the terms 'factor' and 'multiple'. The teacher then congratulated the pupils for their efforts, raising their self-esteem and ensured that they knew what progress they had made. The checking on the learning also feeds into subsequent planning. Lessons

move at a good pace that maintains the interest of pupils. In a very good Year 1-2 lesson, the teaching ensured that there was lots of fun and a feeling of success. Pupils were then keen to co-operate, eager to please and behaved very well. As a result they learn how to count on quickly and accurately in twos, fives, and tens starting from any given number. The teachers have high expectations of all pupils as shown by the tasks, for example when Year 4 pupils were challenged to solve problems such as 'A monster had 22 beetles and gave half to a friend. How many are left?'. Teachers across the school foster pupils' mathematical knowledge and understanding by asking them to explain how they arrived at an answer and whether there are other ways of arriving at the answer. For example Year 4 pupils knew that a quarter of 36 could be found by dividing 36 by 4 or by dividing it by 2 and then dividing that answer by 2. All teachers make good use of learning support assistants, particularly with lower attaining pupils or with those identified as having special educational needs, during both the mental mathematics and the main part of the lesson. In a Year 3-4 class the learning support assistant ensured that pupils with special educational needs understood questions such as 14 minus 5 during the mental mathematics session and gave them the confidence to have a go and answer the question when asked by the teacher. In the one lesson where teaching was judged to be satisfactory, the teacher was less experienced about using the National Numeracy Strategy and the pace of teaching was slower. Nevertheless, all pupils made satisfactory progress in their learning during the lesson.

81. The school is developing the use of information and communication technology to support learning in mathematics. In one lesson, Year 1 and Year 2 pupils worked on a shape matching activity on the computer with the help of a learning support assistant and this consolidated both their information and communication technology skills and their knowledge of shapes. The recently improved resources will enable the school to make more consistent use of information and communication technology to consolidate and extend learning.
82. The co-ordinator manages and leads the subject well. She has a good understanding of the strengths and weaknesses of the attainment levels of pupils. By monitoring planning and analysing with teachers the work produced by pupils, she ensures that all aspects of the subject are taught and gives advice about teaching where this may be necessary. This helps pupils to achieve very well. The co-ordinator would be better placed to advise on teaching and so help to maintain or raise standards of attainment if the school could arrange for her to work alongside colleagues more regularly.

SCIENCE

83. Inspection findings are that standards of attainment of pupils by the end of Year 2 and Year 6 are above those attained by pupils of similar ages nationally. This reflects the findings of the previous report. However, the results of the national tests at the end of Year 6 in 2001 indicate that the school's performance whilst above the national average and above that in similar schools was below that expected by the school. This was because some pupils only attained level 3 in the National Curriculum tests although more than half of the pupils attained the higher level (Level 5) in the tests. As a result the school reviewed the curriculum provision and teaching strategies very carefully and significant changes were made. As a result of these changes, in 2002 every pupil attained level 4, the expected level and again a significant proportion attained Level 5. The school maintains the above average standards and improves on them because:
 - *The subject leader is meticulous when reviewing and analysing the results of*

statutory and voluntary tests and modifying the curriculum appropriately;

- *All teachers are eager to explore all possible ways of improving learning opportunities for pupils;*
- *Teaching is good because teachers have good knowledge and understanding and plan together well;*
- *Work is matched carefully to the prior attainment of pupils, which is crucial in fluctuating mixed age classes;*
- *Pupils are enabled to learn through investigation, experimentation, personal research and independent enquiry, well supported by the teaching staff.*

84. Inspection evidence indicates that pupils achieve well as they move through the school. Pupils with special educational needs make good progress with their friends because of the good support they are given by the teachers and by the learning support assistants. For example, in a challenging lesson in Year 6, pupils investigated the relationship between the distance from the light source and the size of the shadow created by a puppet. The good support provided during the practical activity enabled all pupils, including those with special educational needs, to make good progress in both their knowledge and understanding and in their ability to measure, record, predict, test and evaluate.
85. By the end of Year 2, pupils have made good progress in their knowledge and understanding and in their investigation skills. They know the different parts of the body and identify these by drawing labelled diagrams. Through their study of healthy foods, they know which foods are important for the body. They understand which materials are translucent, transparent or opaque and can demonstrate their knowledge of light travelling in straight lines. Work retained from the previous year shows their ability to sort materials according to whether they stretch or not or whether they are hard or soft. They are skilled in relating different materials and their properties to different uses in commercial or daily life. They investigate different plant habitats around the school such as under trees, on a wall and on the field.
86. By the end of Year 6, evidence in retained folders and books shows that pupils know many more facts about the human body and how to keep healthy. They develop their knowledge and understanding of a fair test by investigating, for example, what happens when salt or baking powder dissolves and record their findings on a graph. They formulate hypotheses, carry out the investigation and draw conclusions based on careful detailed observation and measurement. When they revisit a topic, they extend their knowledge and understanding: for example from healthy foods to healthy living by learning with the school nurse about the use and misuse of drugs. Pupils use and understanding of line graphs as well as bar charts and pie charts supports learning in mathematics, as does measuring and recording distances and height accurately. Literacy is supported by recording using labelled drawings, in charts and by concept maps. The school uses information and communication technology well to support learning in science through the use of videos, spread sheets and CD ROM's.
87. Teaching is consistently good in all classes and was seen to be very good in 3 out of 4 lessons. All teaching is based on the very secure knowledge and understanding of the teachers and derives from a well-structured set of plans that set out exactly what pupils are expected to learn in each class. These plans are based on the latest national guidance and have been adapted in conjunction with commercial schemes that ensure that work in each year builds on that completed earlier. This leads to

good planning that clearly identifies what it is that pupils will know or be able to do by the end of the lesson. Teachers make clear to pupils the aims of the lessons. They use time towards the end of the lesson to assess learning and to ensure that pupils know what they have learned. This was demonstrated well in a Year 6 lesson when individuals shared graphs of their results with pupils in other groups. They checked to confirm that their conclusions were, if not exactly the same, within a realistic range that could be explained by discussion and reason.

88. Lessons are well organised and very well managed. The school's strong commitment to equal opportunities ensures that every pupil is included in, for example, questioning. Learning support assistants are used well to support the learning of all pupils, but particularly those with special educational needs. Teaching methods include effective questioning that draws on pupils' previous learning and extends their thinking. The skills of the teachers ensure that learning is invariably good. Teachers motivate pupils well by their own enthusiasm that helps to capture their immediate attention. The enthusiasm with which pupils worked co-operatively in their groups in response to the challenge of set tasks and the high level of concentration and application had a positive effect on their learning during lessons. Pupils work together well collaboratively and, because classes all contain pupils of mixed ages, teachers plan that groups are required in turn to undertake some element of independent learning. Overall, pupils have very good attitudes to science and behave well. The relationships between pupils and between pupils and all staff are very good.
89. The subject is led and managed well by the subject leader, who has good personal knowledge and a clear view of the aims and priorities for science in the school. Test results and teachers' own assessments of attainment are carefully analysed to identify any weaknesses in pupils' learning, and subsequent planning takes account of this. This information is used very carefully to track the progress of individual pupils and groups and to set targets for these pupils. The school is far more aware of the progress of pupils than it was at the time of the previous report, but is alert to the need to constantly review how it might continue to improve learning in science. The subject leader monitors planning and completed work. There are plans for the subject leader to observe lessons in other classrooms and to work alongside colleagues to share their respective, wisdom, experience and expertise but as yet there have been other priorities that required more urgent attention.
90. The school has sufficient good quality resources to maintain its present strategy of whole school topics that enable progress to be observed and recorded very easily. The system is helpful in identifying any skills that have been underdeveloped and in providing opportunities for pupils to revisit elements of the programme of study that appear to be lacking. At present the system works well and teachers and pupils benefit from this process. Teachers and pupils make good use of the grounds and of educational visits, for example to the seaside and to science museums, to support learning and this helps to promote interest and raise attainment.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

91. These subjects are taught as separate elements within a combined programme. A greater emphasis is placed on one or the other each half term. An analysis of work, displays and policy documents, lesson observations and discussion with pupils in Years 3 and 6 indicates that standards of attainment are average at the end of Year 2 and above average by the end of Year 6. These subjects were not reported on in the last inspection so it is not possible to make any judgement about improvements

made. All pupils, including those with special educational needs make good progress as they move through the school. The standard of design exceeds that found in most schools nationally and this helps to raise the overall levels of attainment because:

- *the school works hard to ensure that within mixed age classes all of the requirements of the National Curriculum are met;*
- *pupils' acquisition of skills knowledge and understanding are tracked carefully;*
- *teachers are knowledgeable and plan well and their enthusiasm captures and maintains pupils' interest;*
- *imaginative tasks challenge pupils' thinking; skills learned are transferred readily to other projects;*
- *information and communication technology is used satisfactorily to support learning;*
- *the subject leaders work together well to ensure that the progression of skills in one subject supports the other.*

92. The school's planning for these subjects provides clear guidance on the skills and techniques required to develop and monitor pupils' progress. This is achieved through a sensible selection from suggested topics that ensure that pupils in mixed age classes have good experiences without repeating work as the class groupings change.
93. The quality of teaching was never less than good and was very good in one lesson in design and technology. This was in a session where the teacher was working with a single age group, so that the numbers were lower and the individual attention for pupils was high. Teachers regularly make such opportunities to work with such groups by the sensitive use of classroom support staff. All teachers are enthusiastic and well organised and their knowledge captivates pupils' imagination and makes them eager to work and learn.
94. Teachers' planning is detailed and lists very clearly the different skills and techniques to be learned or extended. Following a design element, pupils in Year 2 discussed how candleholders needed to be able to support the weight or balance the length of a candle. They showed very mature care for their age in making, refining and reviewing their work. The teacher questioned pupils about their ideas and, when working in small groups, they then questioned their own decisions and those of their friends as they worked. This involved experimenting with plasticine, which could be remodelled easily, in preparation for their final designs in clay, which would become permanent.
95. In art and design in Year 3-4, pupils reflected on work undertaken in history as they each created a cartouche of their own name and set it within a larger piece of work drawing on designs from ancient Egypt. Pupils were selective with colour, seeking an intensity that would make the completed pictures retain the wet look that is found in the tombs and that they had experienced by their examination of a wide range of books, articles and modern papyrus pictures representing finds from archaeological digs.
96. Evidence from a whole school project on the theme of the Queen's Golden Jubilee reflected the progress made from the youngest classes to Year 6. The work showed portraits in careful pencil studies, free interpretation of copies of photographs and pictures of how pupils' imagination decided just how a queen should look. Older pupils showed detailed work using a range of styles including those of Andy Warhol,

Picasso, and Salvador Dahli amongst others. The project was especially interesting as it clearly demonstrated how pupils' skills and techniques developed over time as their understanding of available media, colour, pencil control and use of light and shadow developed.

97. Teachers constantly challenge pupils' thinking, and well-used sketchbooks are used as useful tools to plan new work building on past experiences. Pupils automatically seek additional information from the resource books drawn from the school library where the selection of books although limited is of good quality and from block loans from the local authority library. When pupils have found satisfactory answers to their prepared questions they speak clearly to the class sharing the results of their research.
98. Practical assessment strategies are shared between teachers to ensure that pupils of the same age have experienced all of the required elements of the curriculum. This information is used to assist with subsequent planning and to ensure that work is not repeated. Information and communication technology used to support learning includes videos and CD-ROMS. Pupils regularly undertake research by using a search engine, sometimes at home. Pupils willingly share such information with the class and teachers are keen to use such extra support from parents. The school is working hard to increase such opportunities to promote learning.
99. The co-ordinators for these subjects are knowledgeable and skilled and give freely of their time to support colleagues. In such a small group, expertise is shared readily and completed work is displayed very well with good records of successful projects being kept. The school development plan includes opportunities for teachers to work with the co-ordinators in the classrooms but as yet these subjects have not had high priority, which is limiting the potential for future development.

GEOGRAPHY AND HISTORY

100. Inspection evidence included an analysis of work, displays and policy documents, lesson observations and discussion with pupils in Year 6. This indicates that standards of attainment meet national expectations by the end of Year 2 and Year 6. It is not possible to make a comparison with the previous inspection because no judgement was made of standards in these subjects at that time. These subjects are presently taught as a combined programme, with greater emphasis being placed on one or the other each half term. All pupils make steady progress as they move through the school.
101. Standards are similar to those expected nationally for pupils at the end of Year 2 and Year 6 because:
 - *the school has adapted the latest national guidance to ensure that all requirements of the National Curriculum are met for pupils skills knowledge and understanding;*
 - *teachers plan well and capture the interest of the pupils at the beginning of lessons;*
 - *teachers provide challenging tasks that match the prior attainment of all pupils, drawing on learning in other subjects;*
 - *information and communication technology is used satisfactorily to support learning.*
102. The school policy documents for these subjects provide clear guidance on how to meet the requirements of the subjects for all pupils, including those with special

educational needs. This results in the careful selection of topics to be studied so that there is no unnecessary repetition for pupils. This is because the numbers in each year group vary and the mixed-age classes change from year to year.

103. There is insufficient evidence to make an overall judgement about teaching in geography, but teaching was good in the one lesson observed. The teaching of history in Year 1-2 is good. There is insufficient evidence to make an overall judgement about teaching in Years 3-6, although in the lesson observed in Year 3-4 the teaching was good. In all lessons observed the teacher captured the interest of the pupils at the beginning of the lesson, engendering enthusiasm and interest that facilitated learning. In a Year 3-4 history lesson about the need for a writing system the teacher used role play involving two children, one as a Pharaoh and one as a messenger, and this led to work on hieroglyphs that pupils of both ages and all levels of prior attainment found interesting.
104. The detailed lesson plans showed how challenging activities would consolidate and extend pupils' skills as well as their knowledge and understanding. In a Year 1-2 history lesson all pupils learned about sources of information through watching a video extract and then observing closely pictures of the life of the young Princess Victoria. The video recordings and pictures also increased their knowledge of her life, particularly her childhood. They then compared this with their own upbringing.
105. Teachers use challenging tasks that draw on other learning. For example, in a geography lesson in Year 5-6 the travel brochures about the island of St. Lucia that the pupils scrutinised demanded efficient use of their reading skills such as when identifying persuasive language in the contents. Map reading skills and the use of keys were promoted when pupils were challenged to look closely at a map of the island, working in pairs, to identify the physical features of the island and locate the tourist attractions. When giving reasons for their answers to searching questions, for example about the contours, they made very good use of their speaking skills.
106. Teachers assess learning effectively through skilful use of questions as well as through written work. Assessment informs subsequent planning and contributes to a satisfactory written record of attainment.
107. Information and communication technology is used to support learning. Video recordings and CD-ROMS are available for a number of topics. Older pupils research by using a search engine, for example about the island of St. Lucia. The school is concerned to provide more such opportunities to promote learning.
108. These subjects are managed soundly. Co-ordinators monitor planning to ensure that National Curriculum requirements are met and that resources match curriculum requirements. Informal advice is provided for teachers. The co-ordinators do not at present have opportunities to work alongside other teachers, and so have limited opportunity to support and guide the improvement of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Pupils' attainment at the end of Year 2 is in line with national expectations overall although a few pupils with computers at home exceed expectations. In Years 5 and 6, demonstrations by pupils indicate that they are well set to exceed national expectations by the end of Year 6. This is chiefly because:
 - *teachers are all skilled at using computers and encouraging pupils to make good use of them in lessons across the curriculum;*

- *the school has embarked on a programme of training, teaching and learning as part of the small schools cluster;*
- *pupils are eager to share their skills and achievements with others as partners and tutors;*
- *The school is committed to providing as many ways as possible for pupils to access hardware and software in all subjects.*

A weakness in provision is:

- *the very limited space and the inability to create a computer suite at present.*

110. All of the teachers have benefited from a range of training; both government funded and that organised locally. Specialists, bought in through the local small schools initiative, work with pupils as well as their teachers. As a result, pupils are learning complex skills, for instance using a multi-media program to organise their work and research and present it to the whole class.
111. A small number of whole-class information technology lessons at both key stages, were observed. Evidence from these observations and from observations of pupils working at computers in classrooms in other curriculum areas indicate that pupils are making good progress and, by the end of Year 6, achieve above the national expectations for their age.
112. The multi-media computer and the 'screen projector' which allows teachers to project the computer screen onto a wall screen, is a new, very useful and increasingly well used resource. It allows whole classes to learn skills together, despite the limitations of the building preventing computers being grouped together to readily facilitate whole class lessons. The majority of pupils from Year 1 upwards understand how to 'log on' to the system and are able to use the 'mouse' accurately, highlighting and selecting icons and changing fonts. Older pupils are adept at adding animation and sound, negotiating their way through complex 'menus' with confidence.
113. In Years 1 and 2, pupils use a paint program to create patterns, then to make puzzles that require them to move sections round the screen. Using a word-processor program, they write stories and create imaginative labels for their work or design covers for collected anthologies of poems and stories. Pupils enjoy demonstrating how they program a 'floor robot', estimating how many lengths it will take to get to a certain point and programming this into the robot machine. Older pupils plan and write programs sending the robot round a maze with accuracy and explore distances and angles such as when playing skittles. They confidently clear the memory, turn a calculated number of degrees without help and work out how to write instructions for other groups to repeat their investigations. In an introduction to data-handling, pupils in Years 3-4 were seen developing their understanding of the use of information and communication technology to sort and store banks of information. These pupils are accessing records on a spreadsheet and selecting the range of information required. Pupils are developing ideas to create a school web page, putting text and graphics using images taken with the school digital camera together to provide information. They readily change the font type, size and colour, resize the graphics and move them around the page. Work saved from the last Year 6 class shows how by the age of 11 pupils use a 'Logo' program to draw simple polygons, writing a procedure to do this and including it into another procedure to draw more complex patterns. Pupils build up their knowledge and understanding of control and modelling by answering 'what if...' questions such as, 'What if you have to completely refurnish your bedroom?' Given the size of the room and budget, they insert this data into the

program. They show how to select appropriate 'icons' for tools, adding fittings and changing colours. Their work has needed them to use the 'scroll bars' and 'menus' as well as the colour palette and 'zoom' lens to good effect.

114. In the lessons seen the quality of learning was good overall. Where learning was good or better, this was due to well-planned and well-resourced activities, which motivate pupils well. The quality of teaching in information technology lessons throughout the school is good. Teachers have good classroom management skills and plan their lessons well. Where teaching was particularly good as demonstrated in group lessons by a specialist subject teacher this was due to the teacher having very good subject knowledge. As a specialist working in a number of schools, she motivates pupils very well with her own enthusiasm and skills so that they make very good progress. Pupils' attitudes and behaviour are very good because they are eager to work on the computers for as long as possible and would willingly work through break times. Pupils of all ages work together appropriately, persevering, taking turns, and working independently where required.
115. The effective leadership by the subject-co-ordinator and the whole-school adoption of a well organised scheme of work for the subject has ensured that clear and steady progression in the required skills is now firmly in place through the whole school. In addition, the in-service training provided for all teachers has led to a significant improvement in teachers' confidence in the subject and, hence, the quality of teaching. Additional information technology equipment such as programmable floor robots and a digital camera are used effectively. Good use is made of information technology in, for example, English, mathematics, science, history and geography lessons.

MUSIC

116. Evidence from this inspection indicates that standards of attainment meet national expectations by the end of Year 6. The school's timetable arrangements meant that lessons could only be observed in two classes – a Year 3-4 class and a Year 4-5 class. As a result, there was not enough evidence to make a judgement about attainment, by the end of Year 2, except for singing. By the end of Year 2 standards of attainment in singing match national expectations. No judgements were made in the previous report so it is not possible to compare standards of attainment. Strengths in music were observed in respect to the following:
- *pupils sing together in tune and demonstrate great enjoyment;*
 - *they manage percussion instruments carefully and know how to play them properly;*
 - *they recognise a range of styles of music including classical compositions and contemporary works;*
 - *they are beginning to use computers to help with and extend their confidence in composition.*
117. Pupils in Year 1–2 sing rhythmically and, for Year 2 pupils, the pitch is developing accuracy as shown when singing with enthusiasm the action song 'Love grows' in collective worship. Year 1 and Year 2 pupils, including those with special educational needs, also listen attentively to music such as 'Morning' from the 'Peer Gynt Suite' by Grieg at the beginning of collective worship. Pupils in Year 6 are in line to attain the average standards expected of 11 year olds. Evidence for this is based on discussion with the pupils, singing in collective worship and the standards of

attainment in the Year 3-4 and Year 4-5 classes. Most pupils in Year 6 sing with confidence, with accurate pitch, good phrasing and clear diction. They have experience of composing tunes and songs and sometimes they record compositions using their own notation or on a staff. They have a satisfactory knowledge of music from other cultures, such as Caribbean music that links with their studies in geography of the island of St Lucia. They also have experience of playing instruments that originate in other cultures, including goblet drums from Asia, bongos and maracas from Latin America and castanets from Spain. Average and above average pupils are able to talk a little about composers such as Mozart, Grieg and Beethoven. All pupils, including those with special educational needs, make satisfactory progress.

118. Teaching and learning in Years 3 –6 is satisfactory. Lesson plans are clear and include the required elements from the National Curriculum. Teachers provide good opportunities for pupils to extend their knowledge and understanding of rhythm and their skills of composition as in a Year 4-5 lesson. This lesson began by most pupils listening closely to Samuel Barber's 'Adagio for Strings' as an example of how a composer can create a feeling of sadness. By effective questioning the teacher drew ideas about the tempo and pitch from the pupils. Later in the lesson, groups of pupils selected instruments to compose and record on paper their own compositions to illustrate sadness. Whilst most worked with interest and enthusiasm and were able to achieve some success, some did not always pay full attention at times and so progress overall was only satisfactory. However, when singing 'Conkers' they were more interested and the teaching enabled them to improve their pitch and rhythm and to articulate more clearly. In this lesson and the other lesson seen, the teachers provided good opportunities for personal development for all pupils, particularly spiritual, social and cultural development.
119. Extra-curricular activities enrich the music curriculum, for example to demonstrate and develop the learning of stringed instruments. A musically talented parent worked in school with pupils to record a song for 'Children in Need'. Older pupils have also had the opportunity to go to a performance by the Lancashire Schools Concert band and to see performances of 'Joseph and His Technicolour Dreamcoat' and 'The Mikado'. Pupils also have the opportunity to learn the flute, guitar and keyboard but these have to be financed by parents in line with local education authority policy. School productions such as those at Christmas enable pupils to consolidate and extend their learning.
120. The co-ordinator manages the subject soundly within her designated job description. She monitors planning and provides informal advice to colleagues. Opportunities to work alongside colleagues in the classroom, would enable her to share her expertise and her colleagues and so increase their skills and confidence. Guidance is provided in curriculum meetings to ensure that teaching meets all National Curriculum requirements and that there is continuity and progression. There is a satisfactory policy that the school has scheduled for revision so that the aims and objectives, teaching and learning will be more clearly focused. Plans state that there will also be a greater emphasis on the use of information and communication technology to foster learning, provide more opportunities for composition and so help to raise standards of attainment.

PHYSICAL EDUCATION

121. In physical education, pupils of all abilities make good progress across the school. By the end of Year 2 and Year 6, standards are as would be expected for pupils of the same age nationally although standards in swimming exceed those in many schools.

Standards are enhanced through the good leadership of the co-ordinator and the involvement of teams in a variety of sports, where the school experiences success in a number of local competitions. These positive outcomes are because:

- *teachers are knowledgeable and manage pupils well;*
- *pupils listen carefully to instructions and comply with requests quickly without wasting time;*
- *skills are taught well, assessed and evaluated regularly and are reinforced systematically;*
- *the co-ordinator supports colleagues well and is ready to offer advice when required.*

122. By the time they are seven, pupils increase their physical strength by balancing and carefully controlling their movements in a confined space. They demonstrate that they can move safely in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move. By watching the performance of others, they learn to evaluate what they are doing and improve their own efforts.
123. In Years 3-6, pupils refine and increase the ways in which they can move in a confined space. They understand how to put movements together into a sequence. Gradually, they develop these sequences to a high standard and perform them well using larger apparatus such as agility tables, benches and mats. Pupils evaluate their own performances by comparing what they do with demonstrations given by other members of the class. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising. Pupils in Year 5-6 go to regular swimming lessons and already they are all confident in the water and can swim. Most are already able to swim at least 25 metres. Pupils are involved in other sporting activities such as football, netball, cross-country running, rounders, cricket and athletics at appropriate times of the year.
124. Pupils enjoy their lessons. They try hard to achieve and perform well. They are willing to learn from one another and are happy to give demonstrations of their skills. They are conscious of safety when moving around in the hall and on the playground and sports field and realise the importance of listening to and following the teachers' instructions promptly.
125. The quality of teaching and learning is good. Lessons are carefully planned and move at a brisk pace, with little time wasted. The teachers have good subject expertise. When necessary, some give appropriate demonstrations and handle pupils' responses very effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with pupils are very good and all lessons provide opportunities for pupils to extend their health and fitness. Pupils with special educational needs make equally good progress. Pupils occasionally review video recordings of their performance to establish areas for improvement.
126. The co-ordinator has clear objectives for the subject and has developed the curriculum well, with planning based, in part, on national guidelines. She is very enthusiastic, supports colleagues well and takes every opportunity to promote the subject within the school. The school's strong ethos is clearly present in the fair play and team spirit that pupils show in games and outdoor activities. Physical education makes a very good contribution to pupils' social and moral development.