

# INSPECTION REPORT

**ST ANTHONY'S CATHOLIC PRIMARY  
SCHOOL**

Fulwood, Preston

LEA area: Lancashire

Unique reference number: 119698

Headteacher: Mrs L Walsh

Reporting inspector: Mr P M Allen  
17531

Dates of inspection: 19<sup>th</sup> - 22<sup>nd</sup> May 2003

Inspection number: 248054

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 - 11
Gender of pupils:	Mixed
School address:	St Anthony's Drive Fulwood Preston Lancashire
Postcode:	PR2 3SQ
Telephone number:	(01772) 726621
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Callagher
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P M Allen	Registered inspector	Music Foundation Stage	What sort of school is it? How high are standards? What should the school do to improve further?
11474	Mr P Berry	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?
29381	Mrs A Brangan	Team inspector	Science Geography Physical education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
17310	Mrs A McAskie	Team inspector	English Design and technology History	How well are pupils taught?
29686	Mr J S Lord	Team inspector	Mathematics Information and communication technology Art and design	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

St Anthony's Catholic Primary is an above average sized primary school serving not only the local parish of St Anthony's but also the nearby parishes of Holy Family, English Martyrs, Blessed Sacrament and Maria Goretti. The school serves a wide area with a mixed range of housing, although mainly owner occupied. Just under a half of the pupils live in the immediate area, the rest farther afield up to four miles away. Of the 294 pupils on roll, there are more boys than girls. The vast majority of pupils are of white UK heritage background, with a small number coming from mixed heritage backgrounds. There are ten classes, two for Reception children, three for Key Stage 1 pupils and five for Key Stage 2 pupils. Of the eight Key Stage 1 and Key Stage 2 classes, four contain mixed age groups. Sixty-two pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties, this proportion being in line with the national average. Seven pupils have statements of special educational need, this proportion being above the national average. The proportion of pupils known to be eligible for free school meals is well below the national average. Virtually all the children have had experience of pre-school education. Attainment on entry to the Reception class is wide and varies from year to year, but overall it is broadly in line with what could be expected.

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

Overall this is an effective school with a caring, Christian ethos which provides a good quality of education. The school has effective strategies to ensure that all pupils have equal access to the opportunities provided. The school is taking positive steps in its aim of raising standards, although currently this is more successful at Key Stage 2 than at Key Stage 1, notably in writing. Standards at the end of Year 6 in English are very good; standards in mathematics and science are good. The quality of teaching is good overall. The headteacher is providing good leadership and management. The school has a good capacity to continue to improve and provides good value for money.

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

- Reading is given a high profile and standards are very good across the school.
- There is very good teaching of literacy and numeracy at Key Stage 2.
- The very good provision for pupils with special educational needs leads to their very good progress.
- The headteacher provides good, well organised leadership and management.
- There are very good procedures for the assessing and monitoring of pupils' attainment and progress in English, mathematics and science at Key Stage 1 and Key Stage 2.
- There is very good provision for pupils' personal development and pupils respond very well.

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

- The information and communication technology curriculum.
- Standards in writing at Key Stage 1.
- The Foundation Stage curriculum.
- The monitoring of teaching and learning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1997 and, in most respects, there has been a good improvement since that time. The issues from that report have been largely addressed. The National Curriculum has been fully implemented in design and technology and music. However, it has still not been fully implemented in information and communication technology. Appropriate staff training has been undertaken in design and technology, music and information and communication technology, with plans for further training in information and communication technology. These subjects are now being well led by their co-ordinators. Design and technology is now resourced effectively. The school has an appropriate number of computers but at present it is not possible to use most of them as the opening of the computer

suite has been significantly delayed through problems with the building. The school has made a number of improvements since the last inspection. These include lesson planning, the provision for personal, health and social education and the support for pupils with special educational needs. The governing body is now more effective. The staff are very committed to the school with a good capacity for further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	B	B
mathematics	C	B	A	B
science	D	C	C	D

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

Children make very good progress in the basic skills of literacy and numeracy in the Reception Year and virtually all of the children are likely to achieve the nationally prescribed Early Learning Goals across the various areas of learning, with a significant minority likely to exceed them. Standards at the end of Year 2 are above national averages in reading and mathematics, in line in science, but below in writing. These standards overall are similar to those achieved in the national tests of 2002, but lower in writing. Standards at the end of Year 6 are very good in English and good in mathematics and science. These standards are reflected in the 2002 results in English which were above the national average and those for similar schools. The 2002 results in mathematics were well above the national average and above those for similar schools, whilst the science results were lower, being in line with the national average, but below those of similar schools. Standards in information and communication technology are unsatisfactory at the end of Year 2 and Year 6 as pupils do not receive their full National Curriculum entitlement. Across the school there is no significant difference between the attainment of boys and girls and none was observed during the inspection. The school recognises the need to raise standards in writing; this has been successful at the end of Year 6, but not at the end of Year 2 where standards are not sufficiently high. Pupils with special educational needs are very well supported, enabling them to achieve very well. The school is setting challenging but realistic targets for improvement, recognising the priority of raising standards in writing at the end of Year 2 and in information and communication technology across the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and are enthusiastic about school. They show an interest in school life and many pupils become keenly involved in the range of activities, including the extra-curricular clubs.
Behaviour, in and out of classrooms	Standards of behaviour are good. Pupils are aware of the high expectations made of them. All ages and both genders mix well.
Personal development and relationships	The provision for pupils' personal development is very good and is underpinned by the very good relationships. Older pupils are protective and helpful towards the younger ones, reflecting the school's family atmosphere.
Attendance	Attendance is very good being well above the national average. Pupils arrive promptly and settle happily for the start of the school day.

The very good provision for pupils' personal development is a strength of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory/good	Satisfactory	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 observed was good overall, but it was variable across the school. The standard of teaching at Key Stage 2, where some excellent teaching was observed, is higher overall than that at Key Stage 1 and this affects the progress that pupils make. English and mathematics are taught well, especially at Key Stage 2. Teachers, in the main, use effective methods to teach the skills of literacy and numeracy. The school meets the needs of the pupils including those with special educational needs, although there are times when expectations could be higher, especially in writing at Key Stage 1. The support staff make a very positive contribution to the teaching and learning. Most pupils are enthusiastic about their learning with a will to do well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is broad and balanced, except in information and communication technology which is relatively underdeveloped. The curriculum for the Reception children, while strong in literacy and numeracy, takes insufficient account of all the areas of learning, with too little creative and practical work.
Provision for pupils with special educational needs	Provision is very good. Well organised support is provided. The activities planned, based on clear targets, enable the pupils to take full part in school life and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for moral and social development is very good. The provision for spiritual and cultural development is good. The school helps to ensure that pupils have a sense of right and wrong, helping them to grow as mature and responsible individuals.
How well the school cares for its pupils	There is a high level of pastoral care where every child is valued equally. Pupils feel secure and safe. The arrangements for the assessing and monitoring of pupils' attainment and progress in English, mathematics and science are thorough and well organised.

Overall the school works well in partnership with parents. The information and communication technology curriculum does not yet meet statutory requirements. The strong spiritual, moral, social and cultural provision reflects the school's caring, Christian ethos.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The caring and experienced headteacher is providing good leadership and management with a strong commitment to improvement. The roles of the curriculum co-ordinators are being improved enabling them to better monitor standards in their subjects.
How well the governors fulfil their responsibilities	The supportive governing body, well led by its knowledgeable chairman, fulfils its responsibilities well. Governors have a good awareness of the school's strengths and areas for improvement.
The school's evaluation of its performance	The school's analysis of its performance gives a clear picture of standards and of areas needing improvement. The monitoring of teaching and learning is insufficiently rigorous.

The strategic use of resources	The school makes good strategic use of its resources and links its decisions on spending to its educational priorities. Surplus income has been earmarked for the significant expense of the new computer suite and for maintenance of the current staffing levels. The surplus will be largely eliminated by the end of the current financial year.
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The school improvement plan needs to present a longer term picture of future developments than the current year. There is an adequate level of teaching and classroom support staff. Support staff are usually effectively deployed, although there are times when they take a passive role, being insufficiently involved in the teaching and learning. Overall the school is well resourced, although the Foundation Stage would benefit from increasing resources to better support the various areas of learning. When the computer suite is eventually in action, the school will be well resourced in information and communication technology hardware. The accommodation is adequate, clean and well maintained. The school gives good consideration to the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children make good progress.</li> <li>• The standards of behaviour.</li> <li>• The quality of teaching.</li> <li>• The high expectations that children will work hard and be responsible.</li> </ul> <p>The number of parents attending the meeting, the high response to the parents' questionnaire and the significant number of letters received, show the very keen interest of the parents.</p>	<p>Although there were many positive comments, there were concerns about information received on progress, about homework, about the range of extra-curricular activities and about the lack of play equipment at break times. Although the vast majority feel that the school is approachable, a significant minority indicated that they did not feel the school works closely enough with parents.</p>

The view of the inspection team is that the amount of homework set is broadly appropriate for the various ages, although the school could usefully review its arrangements to ensure clarity and consistency. The annual reports give satisfactory information on progress. Although the consultation evenings only allow for a brief discussion on progress, parents are welcome to arrange time to come into school for discussion with the teachers. The school tries very hard to work closely with parents and gives very good information on all that is going on; a good example of this is the very good arrangement for Reception children and parents to be introduced to school life. The view of the inspection team is that the school could consider examining ways of making break times more interesting for the pupils. The number of extra-curricular activities for Key Stage 2 pupils is good and compares favourably with schools of a similar size. Although there is a small minority of parents who have negative perceptions about the school, the majority see it as a good school and inspectors endorse this judgement.

## **PART B: COMMENTARY**

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

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

1. Overall, standards are broadly similar to those described in the previous report. Attainment on entry to the Reception classes varies from year to year. Overall it is broadly in line with what could be expected, although a significant minority of children attain at a higher level, especially in language and communication skills. Children make very good progress in communication, language and literacy and in the mathematical area of learning which are both given a high profile. Progress is less marked in the practical and creative aspects of learning because these are given insufficient emphasis. Nevertheless, the children work hard and virtually all of them are likely to achieve the nationally prescribed Early Learning Goals across the various areas of learning, with a significant minority likely to exceed them.
2. Standards at the end of Year 2 are above national averages in reading and mathematics and in line in science. They are below the national average in writing, where standards are not sufficiently high. Standards in reading and mathematics are similar to the results of the 2002 tests, which were above the national average and above those for similar schools. Standards in writing are below those achieved in the 2002 tests which were above the national averages and above those for similar schools. When considering the overall results over the last three years, the performance of pupils in reading and mathematics clearly exceeded the national averages and was much better than pupils' performance in writing.
3. Standards at the end of Year 6 are very good in English and good in mathematics and science. These standards are similar to the 2002 test results in English which were above the national average and above the average for similar schools. The 2002 results in mathematics were well above the national average and above the average for similar schools, whilst the science results were lower, being in line with the national average but below those of similar schools. National performance data reflect this recent pattern of attainment; taking the years 2000 and 2002 together, the performance of pupils was above the national average in mathematics and, most notably in English, but slightly below in science. The current good standards at the end of Year 6 amount to a good improvement. Across the school there is no significant difference between the attainment of boys and girls and none was observed during the inspection.
4. The quality of teaching at Key Stage 2, where all the excellent and most of the very good teaching were observed, is higher overall than that at Key Stage 1 and this has a significant impact on the progress that the pupils make. Teaching of numeracy skills is good throughout the school, but in the other areas, notably writing and to some extent science, the most effective teaching was with the older pupils. There are times at Key Stage 1 when higher attaining pupils are not given sufficiently challenging work and are not enabled to achieve as well as they might.
5. In the past, standards in writing have been insufficiently high. In recent years, whilst the majority of pupils have reached the expected Level 2 at the age of seven and the expected Level 4 at the age of 11, too few have reached the higher Level 3 at the end of Year 2 and the higher Level 5 at the end of Year 6. The school has targeted more pupils to reach higher levels. This has been successful at the end of Year 6. It has not been successful at the end of Year 2. In 2000 no pupils reached Level 3 and in 2001 just over two per cent did. In 2002 just over four per cent did (compared with nine per cent nationally). In 2003 it is again unlikely that any will reach Level 3. There has been a marked improvement at the end of Year 6. In 2000 and 2001 around 11 per cent reached Level 5; in 2002 it rose to 29 per cent. In the tests of summer 2003 it is likely that 33 per cent of pupils will reach Level 5. This represents a very good improvement at the end of Year 6. The school recognises that its main priority is now to raise standards in writing at the end of Year 2 as it has done at the end of Year 6.
6. Standards in speaking and listening are good overall across the school. Pupils usually listen attentively. They have the confidence to express their opinions; most speak clearly in well-formed sentences. A systematic examination of standards in reading undertaken during the inspection

indicates that they are very good across the school, with most pupils developing into enthusiastic, competent and reflective readers. The vast majority of parents provide good support in the practising of reading skills. Overall, pupils make better progress in science at Key Stage 2 than they do at Key Stage 1. Older pupils are enabled to achieve well through very good opportunities to develop the skills of scientific enquiry; at Key Stage 1 there is an overemphasis on filling in worksheets.

7. The problems with the computer suite have had an adverse effect on the pupils' progress in this area. Standards in information and communication technology are unsatisfactory at the end of Year 2 and Year 6 because the pupils do not receive their full National Curriculum entitlement. The need to address this is well identified by the staff. Standards in the other subjects are broadly in line with what could be expected, except in design and technology where they are good. There is evidence to indicate that they are good in the swimming aspect of physical education. Standards should be higher in music when the new guidance is fully established.
8. The school works hard to meet the needs of all its pupils. Pupils with special educational needs make very good progress, with helpful individual education plans to guide the work as part of the very good provision for them. The higher attainers are well catered for at Key Stage 2 with a need for higher expectations at Key Stage 1, notably in writing. The school is committed to its main priority, that of raising standards and is setting challenging but realistic targets to this end. There is a shared commitment amongst the staff to continue to raise standards and improve the quality of education provided.

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

9. Pupils' attitudes to learning are, overall, very good. Observations of lessons during the inspection indicate a trend of improving application by pupils as they progress through the school, their response sometimes being excellent in the oldest classes. The better attitudes were evident in those classes where the teachers' class management techniques were very skilled. Compared with the questionnaire results from the school's previous inspection, a higher percentage of parents now indicated that their children did not particularly like school, but no evidence of this was noted during the inspection.
10. Pupils arrive punctually in the morning and settle very well into the school's routines. They are keen to participate in the lessons and in the other activities; they respond enthusiastically to the tasks and listen attentively to information. A whole school assembly was observed, where the Reception class made a very good presentation about their observations of new life during the spring months; their speaking skills to an audience are very well developed, even at this young age. During this assembly the other pupils sat impeccably, listening to the children speaking and singing.
11. The pupils' behaviour observed during the inspection was usually very good, although occasional lapses were noted. No instances of serious oppressive or bullying behaviour were seen and pupils confirmed that such occurrences are rare. During the previous school year, there were a number of temporary exclusions concerning a very small number of older pupils who were new to the school. However, during the current year the school has returned to its normal scenario, with no exclusions. The pupils know what is expected of them and they behave accordingly. During the wet lunchtimes, when some midday staff had two classrooms each to oversee, pupils remained well behaved despite not being directly supervised. Movement in and around the buildings is orderly, allowing the school to function effectively.
12. The school is a welcoming establishment, where pupils and staff work well together. There are very good relationships between pupils and adults and between the pupils themselves. Pupils of all ages integrate amicably, with the older ones caring for their younger friends. A Year 6 girl was observed reading a story to Reception children during a 'wet' lunchtime; she had an excellent manner and clearly demonstrated a natural caring attitude. Appropriate respect is shown by all pupils for property and for the views and feelings of others. Boys and girls mix well together, although there appeared to be a reluctance of the boys to join in with some of the extra-curricular activities.
13. The personal development of pupils is very good. They readily accept responsibilities, the older ones acting as monitors and the younger ones helping to keep the classrooms tidy. Pupils are friendly,

courteous and trustworthy. They benefit from a very high level of involvement in raising money for a variety of charities. The school provides a range of experiences through educational visits including a residential visit to the Lancashire Outdoor Activities Centre for the older pupils. This allows the pupils to develop their self-confidence. The pupils' maturity is evident when they show due reverence during the prayers at the beginning and end of each school session. The older pupils happily discussed their school work and their aspirations; their favourite subjects were a spread right across the curricular range, but by far the most popular choice was mathematics.

14. The attendance would be excellent, if it were not for the one third of pupils who have taken a week or more of holiday during term time. The number of unauthorised absences is minimal, but under-reported. The school needs to ensure that all register marks are properly recorded and tallied. Nevertheless the evidence indicates that the level of attendance is very good.
15. The school has a calm, caring atmosphere. Within its family ethos, the pupils gain in self-esteem. The pupils' very good attitudes, behaviour, personal development and attendance make a significant contribution to the standards that are achieved.

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

16. The quality of teaching observed was good overall, but it was variable across the school. It was very good or excellent in a fifth of the lessons seen, good in just under a half and satisfactory in virtually all the remainder. Similar judgements were made at the previous inspection.
17. Some very good and some excellent teaching was seen in English, mathematics and science at Key Stage 2. Teaching of numeracy skills is good throughout the school, but in other subjects notably English, the teaching observed was, overall, higher at Key Stage 2 than at Key Stage 1 where higher attaining pupils are not always given sufficiently challenging work. The teaching for the Reception children has an overemphasis on formal teaching with a lack of balance between adult-directed work and opportunities for structured play. Across Key Stage 1 and Key Stage 2, the teaching caters well for the lower attaining pupils, including those with special educational needs and these pupils are well supported by the specialist teachers and teaching assistants. The very good teaching of literacy and numeracy at Key Stage 2 is one of the school's main strengths.
18. There are many strengths in teaching. The few issues raised at the previous inspection have been largely addressed. Teachers are now much more confident in teaching music and design and technology and a training programme in information and communication technology has helped to improve staff knowledge and understanding. The teaching of information and communication technology is still an area for further development to ensure that it is geared to giving pupils systematic access to all the programmes of study.
19. Teachers plan lessons in detail and identify what pupils are expected to learn in good quality introductions to lessons, which usually include a thorough revision of work done previously. The expectations of the amount and quality of work produced is variable. Where planning is most effective, teachers have a very clear focus for the lesson. They provide challenging activities and have very high expectations of the pupils' responses, which helps pupils to make good or very good progress. This is evident in the high standards pupils are achieving in English and mathematics at the end of Year 6. Weaknesses occur where planning fails to take sufficient account of the pupils' various stages of learning. Here, there is too little difference in the level of challenge of work set for the various abilities and teachers have insufficiently high expectations of the amount of work pupils should do. The school's planning for the Reception children takes insufficient account of the need for children's direct involvement in investigation and exploration as recommended in the curriculum guidance for the Foundation Stage.
20. Teachers know their pupils well and carefully group them according to their needs. Throughout the school pupils are 'set' in ability groups for mathematics. This is having a positive impact on standards. Teachers generally use questions effectively to find out what pupils know and to make them think. In a design and technology lesson, focused questions helped pupils to diversify their thinking and become more critical of their designs. There are times, especially in classes of younger pupils, when teachers could explore topics in greater depth in subjects such as history and

geography.

21. Teachers ensure that lessons are accessible to all pupils and provide very good support for children with special educational needs, so that they make very good progress towards the targets in their individual education plans. At Key Stage 1, although the classroom assistants give very effective support, the lesson organisation does not always make best use of their time so that they sometimes take a passive role. Teachers give pupils useful individual targets for improvement in literacy and numeracy but sometimes pupils, especially the younger ones, are asked to focus on too many objectives at once. Lower attaining pupils are well supported at Key Stage 2 enabling them to achieve very well. This was the case in an excellent lesson with the lower set for mathematics with the Year 5 and Year 6 pupils. The teacher motivated the pupils to do well with high expectations and very good pace; there was focused questioning enabling the pupils to measure and calculate the perimeter and areas of shapes. Very good progress was being made.
22. In the best lessons, teachers give challenging time targets for completion of work and ensure that they are met. They insist on quietness and productivity. 'Make sure you've done as much as you can,' said one. The pace in these lessons is brisk and the teacher has high expectations of both the amount and quality of work produced. A stimulating range of activities captures the interest of the pupils who rise to the challenge, think independently and make good progress.
23. Relationships between teachers and pupils are very good and in most lessons teachers effectively manage the behaviour of pupils, who generally respond with good co-operation and enthusiasm. Pupils who do not behave well are dealt with fairly but firmly. In the best lessons, teachers challenge and inspire pupils. In a high quality mathematics lesson observed during the inspection, pupils with challenging behaviour responded well and stayed on task because they found the activities interesting and were given good support. They experienced a sense of achievement, which had a very positive impact on their learning.
24. In other high quality lessons seen, the teachers' enthusiasm for the subject was infectious and this, combined with lots of praise and encouragement, resulted in a high level of interest from the pupils and helped to create a calm atmosphere. Teachers often make good use of humour in their lessons. In an excellent Year 6 science lesson, the teacher captured the pupils' imagination by treating the lesson as a 'mission' to be accomplished. The high expectations of scientific skill were achieved by urging pupils to earn the title of 'excellent water scientist'.
25. Work is marked regularly and teachers' comments are usually helpful in giving pupils encouragement. There are some very good examples of guidance given to pupils on how they can improve their work, but this is not consistent across the school. Teachers make useful formal and informal day-to-day evaluations of lessons which guide future plans. Homework is used well to extend learning, although the school recognises that there is a need to better communicate expectations on homework to parents. The school has a clear commitment to raise standards and to improve teaching and learning so that all pupils are able to achieve as best they can and good progress is being made. A positive start has been made in monitoring teaching and learning but more remains to be done. The staff should be encouraged by comments from older pupils who, in discussion, stated that learning is fun.

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

26. Overall, the statutory curriculum is broad and balanced and fully accessible to all pupils, except in information and communication technology where pupils do not receive their statutory entitlement. The curriculum promotes the spiritual, moral, cultural, mental and physical development of the pupils. Clear priority is given to the core subjects of English, mathematics and science. The full implementation of the National Literacy and Numeracy Strategies, together with the adoption of the national guidance to underpin the scheme of work for science, ensures full coverage of these subjects. There are effective strategies for teaching the basics of literacy and numeracy. Curriculum weaknesses were a key issue at the time of the previous inspection when standards in information and communication technology, in design and technology and in music were judged to be unsatisfactory. Although the school has improved its provision in design and technology and music, information and communication technology remains an issue.

27. The school is aware of its shortcomings in the provision of information and communication technology and is in the process of providing a computer suite to better ensure that pupils receive their entitlement. Schemes of work based on national guidance are in place for the other subjects except physical education which follows the local education authority's scheme of work. The school now has a sound framework for lesson planning and is better able to promote continuity of learning from year to year and across the key stages. The curriculum for the Reception children, while strong in literacy and numeracy, takes insufficient account of all the areas of learning, with too little creative and practical work.
28. The school provides effective provision for personal, social and health education, including sex education and drugs awareness. Some Year 5 pupils attended a Drugs Awareness Conference which they discussed with other pupils on their return. Pupils are helped to make healthy and informed choices. They are taught the principles of healthy living and healthy eating in science and in physical education they are taught about the effects of exercise on their bodies. Personal and social issues are explored through 'circle time' which is part of the provision for each class.
29. The school successfully achieves equality of opportunity for all pupils and takes due care to ensure that the needs of all pupils are well met. Higher attaining pupils access challenging work in numeracy through the system of 'setting'. Very good provision for pupils with special educational needs enables them to make effective gains in basic skills and access the wider curriculum. The two special educational needs co-ordinators help the teachers to set detailed, specific targets in the pupils' individual education plans and match the work accordingly. These targets are regularly monitored and reviewed. Parents are closely involved and there is good support from the local education authority support service. The school benefits from the expertise of both co-ordinators.
30. The educational provision made through extra-curricular activities provided and managed by the school is good and makes a positive contribution to pupils' learning and personal development. All permanent members of staff supervise these activities. Science, unihoc, table tennis, country dancing, calligraphy, craft, board games and music were observed during the inspection. Pupils join in the activities with great enthusiasm.
31. There is a sound range of educational visits within the locality and sometimes further afield. The younger pupils visit a farm as part of their work in knowledge and understanding of the world. Year 1 pupils visit Blackpool Zoo as part of their topic on 'Plants and Animals in our Environment'. A visit to Preston Royal Hospital to see the X-Ray Department, casualty and children's ward complements the Year 1 science topic as well as giving reassuring insights into hospital life. Year 2 pupils visit Preston College to support their science topic about materials; they have 'hands on' experience in bricklaying and wallpapering. Year 3 pupils visit Lancaster Museum to learn about the Romans. Year 6 pupils benefit from an annual residential stay at Borwick Hall where they experience rock climbing, orienteering, canoeing and problem solving. Pupils also benefit from visitors to the school such as a multicultural theatre group. A Victorian day organised by a history group offers pupils the experience of dressing up as Victorian children to try bread making, butter churning and using a washboard and dolly pegs. All these activities add value to the curriculum, adding a richness and quality to the pupils' experiences.
32. The community makes an effective contribution to the pupils' learning. The school lays considerable emphasis on its close relationship with the adjacent church of St Anthony's. The Deacon, who is also a governor, gives regular good quality classroom support. Links with the community are extended through the support of parents, grandparents and friends of the school. Parents help with library duties and swimming supervision. Grandparents come in to contribute to history lessons; for example, when the World War II topic was being taught they gave accounts of their own experiences of wartime.
33. Children are well prepared for admission to school through a good induction programme, part of which was observed during the inspection. There are constructive links with the local secondary school to which most pupils move; Year 5 pupils have the opportunity to attend the school's annual summer production and Year 6 pupils attend the school for some lessons each term in information and communication technology and take part in a number of visits prior to their admission.

34. The provision for moral and social development is very good; the provision for spiritual and cultural development is good. This area is one of the school's strengths. There is a daily act of worship and pupils say prayers with due reverence at the beginning and end of school sessions. The school enjoys very good links with the church and with parish representatives, including a close partnership in preparation programmes for the Sacrament of Confirmation and for the First Holy Communion.
35. The good provision for the spiritual development of pupils is good and is an intrinsic part of the school's strong Christian ethos. The pupils are able to reflect on the world around them in their work, particularly in religious education, in their writing and in science. The Reception children, for example, have studied the evolution of new life through watching the development of tadpoles and of chicks. Year 3 pupils have drawn self-portraits of themselves in the form of candles, representing the 'Light of Jesus'. However, during teacher/class discussions and during assemblies, opportunities are sometimes missed for quiet personal thought and reflection. There are many symbols and artefacts throughout the school to allow the pupils to value spiritual enhancement. In the entrance hall, fresh flowers and three large painted stones are displayed. These stones have been attractively painted by a parent, illustrating the school crest, St Anthony of Padua and the Golden Jubilee celebration.
36. Provision for pupils' moral development is very good. The school has a number of policies for enhancement of behaviour and these are very effective. Staff are constantly reinforcing the importance of good conduct and teaching the principles that distinguish right from wrong. There are various awards for good behaviour and for good effort, such as the 'Star of the Week' in each class. In a Year 3 lesson, pupils were observed considering accidents, either real or imaginary and they were encouraged by the teacher to think about why an accident happens, who is to blame and what could have prevented the accidents. The pupils show suitable respect for adults and they work and play together harmoniously.
37. The school's provision for pupils' social development is very good. It is being enhanced by the recently appointed co-ordinator for personal, social and health education. The previous provision has been reviewed and a new scheme of work developed for delivery as part of the curriculum; for example, a good Year 2 lesson was observed where the teacher led discussion about 'people who keep us safe'. There is a good range of extra-curricular activities, including unusual activities such as calligraphy and a wide range of educational visits and visitors. The Year 2 pupils enjoyed a visit to Preston College Construction Centre, where they learnt about the various building skills. The school is extensively involved in raising money for many charities such as the local hospices and extends the pupils' citizenship education through initiatives like the Deaf Awareness week and visits to local homes for the elderly.
38. Provision for pupils' cultural education is good. They study other cultures and religions through their work in geography, art, music and history. This work is enhanced by, for example, education visits to an art gallery. In 2002, Commonwealth Day was celebrated and the school has a link to children in Australia. The visiting theatre productions and the 'Book Week' were both particularly successful. The Year 6 pupils have produced booklets, on their topic work of 'Britain since the 1930s' and looked further afield with research into 'Hats around the World'. Although the school has some books and other resources, which promote the culturally diverse nature of society, this aspect is, as yet, less well developed.
39. The attractive, colourful displays around the school are all neatly mounted, celebrating good work and typifying the school's positive approach. The school meets its aims and mission statement well. The very good provision for the pupils' personal development impacts positively on all aspects of school life and is one of the school's strengths.

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

40. Procedures for assessment and recording in the core subjects are thorough. The school has maintained and built on the good standards found at the previous inspection. A useful policy clearly sets out procedures and indicates the purpose of the various kinds of assessment. Systems are well organised and used consistently across the school. Information continues to be used effectively to plan lessons and to provide appropriately for the next stage in pupils' learning. Although work is

marked regularly and teachers' comments are usually helpful in giving pupils encouragement, marking is not sufficiently consistent across the school and across the curriculum. The best marking is in the core subjects. Although the policy gives guidance on what is expected, the practice of allowing co-ordinators to negotiate their own strategies and procedures is not contributing well to consistency across all subjects.

41. In the Reception classes, procedures are effective in monitoring literacy and numeracy but not in the other four areas of learning where currently no formal assessments are undertaken. The staff are planning to make full use of the newly introduced national Foundation Stage Profile in order to monitor children's attainment and progress across the six areas of learning. Information is gained from assessments undertaken at the start of the school year and is used well to identify pupils' individual needs, including those who need extra help. Assessments made at the end of the year indicate that very good progress is made in literacy and numeracy.
42. At Key Stages 1 and 2, pupils are tracked from baseline information to gain accumulative evidence on attainment for statutory and other target setting. Each pupil has an individual assessment folder containing the results of national and standardised tests and pieces of work collected at specific times through the year. These follow the pupils through the school as evidence of progress made. At present, as part of an initiative to raise standards in Year 2, pieces of unaided writing are done each term and compared to assess progress. Information about performance in English, mathematics and science is entered into a pupil profile in the autumn and spring terms and updated before transfer to next class.
43. Records of achievement contain pieces of work chosen by pupils each term to show achievement in and out of school. These are used as a basis for discussion between teacher and pupil and inform individual targets for the following term. Pupils assume greater responsibility for these as they progress through the school. Although targets are appropriate, pupils are sometimes given too many targets at one time. This is especially so for the younger pupils. Lessons are evaluated to identify strengths and weaknesses. The evaluations do not always identify areas for improvement sufficiently clearly, in terms of the various ability groups.
44. Co-ordinators have worked hard to collect evidence for their assessment folders. This evidence forms a useful basis of assessment of performance in each subject. The quality of work in these folders now needs to be reviewed to ensure that standards for comparison are sufficiently high to help raise standards.
45. Assessment plays an important part in monitoring the effectiveness of the curriculum by identifying any strengths and weaknesses. The analysis of test results is an integral part of the assessment process. Much of this work is done by the literacy, numeracy and science co-ordinators, who then share the findings with other staff at meetings, when new targets are set. Recently the school identified weaknesses in the teaching of capacity in the mathematics curriculum; capacity tended to be taught at the end of the school year so improvements have been made by altering the timetable.
46. There is a high level of pastoral care in the school which ensures the health, safety, care and protection of all pupils. The school has a supportive family atmosphere that is valued by parents. The staff know the children well and provide appropriate supervision. The school has many policies and procedures to underpin the good pastoral care. Most of these policies are not yet formally dated and adopted. There is a degree of overlap between some policies and several are too extensive; the school could usefully simplify and rationalise these.
47. The policies on behaviour and anti-bullying are good and consistently applied. There is a comprehensive system of rewards for pupils and appropriate sanctions, should they be needed. Some parents noted concerns about possible problems with pupils' behaviour at lunchtimes. Whilst supervision of pupils is generally good, there are occasions at lunchtime, when the outside staff could be more attentive. The school makes very good use of awards to celebrate curricular work and other pupils' achievements. The headteacher's 'special award' is coveted and valued by the pupils.
48. The parents are clear about the school's requirements for absence notification. Whilst the school makes great efforts to minimise holiday absence, there are still too many parents who disrupt their

children's education with holidays.

49. Child protection matters are suitably covered by the school's procedures and the designated teacher has received training. External agencies are used appropriately for support, including suitable procedures for medical care. There are several staff trained in first aid. Whilst any serious accident is properly dealt with, the school's minor accident record log is not used consistently.
50. Senior staff have received good safety training, including a recent course on critical incidents. The school has a good health and safety policy and regular inspections are undertaken. The school is well maintained and is clean and tidy. The school has increased its provision for health and safety education, including involvement in the 'Healthy Schools' initiative. Fruit is now given out to all Key Stage 1 pupils and safety has a higher profile as part of the personal, social and health education programme. In the Key Stage 1 corridor a series of A to Z road safety cartoon posters adorn the walls. Older pupils have the opportunity to take part in cycling proficiency training.
51. The monitoring of pupils' personal development is satisfactory, being recorded on individual sheets within the pupils' 'Primary Profile'. Concerns regarding individual pupils are frequently discussed by staff and appropriate information passed on to subsequent class teachers. The school successfully meets its aims in providing effective care and guidance for all its pupils, including those with special educational needs. This enhances the quality of education and supports the standards that are achieved.

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

52. Overall, the school works well with parents. The high percentage of responses to the inspection questionnaire and the large representation at the pre-inspection meeting, both indicate that the parents have a commendable, committed interest in the affairs of the school. The many written comments received from parents gave a long list of points for consideration, both positive and negative.
53. Parents generally agreed that the school is a welcoming establishment, where most teachers can be easily approached if there are any matters of concern. The information produced for parents regarding progress and attainment is satisfactory. The two formal parents' evenings only allow brief discussion and the end-of-year reports have minimal content, often with repetitive subject text for several pupils in a class. Whilst the school is happy to accommodate additional discussion time for parents outside the formal meetings, there is a need to make this clearer to all parents. Those who attended the 'open day' in the summer term were universal in their praise.
54. Overall, very good information is provided for parents about the school. The prospectus, the governing body annual report and the 'information for parents' booklet combine to give comprehensive and practical details of school life. The termly newsletter is an excellent document blending expansive items on school life, forthcoming curricular topics and a presentation of pupils' work, such as the class 6 poetry on 'touch' and the class 10 autobiographies. The parents of children in the Reception classes and those attending sessions for next term's new-starters, all agreed that the school's induction procedures are very good. The 'rainbow sheets' and other booklets give valuable information, including clear advice on how reading, writing and number work is developed and how parents can best help their children. The school has arranged several presentations for parents on curricular issues, with some of these generating a very high attendance.
55. The amount of extra-curricular activities is judged to be good. The parents who were unhappy with the extra-curricular provision are largely those with younger children and those wanting more inter-school sport. The inspection team agreed with parents and pupils that the school could investigate what playground activities or equipment could be provided for break times, although safety matters in the crowded playgrounds must remain paramount. Some of the parents' comments were conflicting; for example, whether the amount of homework given is too little or too much. The pupils' reading diaries are well used and appreciated by parents. The inspection judged that the amount of homework set is broadly appropriate for the various ages, although the school could usefully review its arrangements to ensure clarity and consistency.

56. The school has successfully run a 'Parents as Educators' course and a number of previous parent helpers have progressed to work in the school as classroom assistants. The school tries to encourage parent involvement in the school's work and several parents have been invited in to talk about their professional work, such as a fire fighter.
57. Overall, the school has good links with its parents. However, there are misconceptions on both sides and it may be worthwhile for the school to consider undertaking more frequent consultation to ascertain all parents' views. The school is fortunate to already have Friends of St Anthony's (FOSTA), which is a successful parent/teacher association, raising considerable funds for the school and for charity. The contribution of parents to the children's learning at school and at home is good.

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

58. Overall, the leadership and management of the school are good, judgements which are similar to those of the previous inspection. The leadership of the caring and experienced headteacher ensures clear direction for the work and development of the school together with a commitment to good relationships and equality of opportunity for all, which is reflected in all the school's work. The headteacher has a clear vision and encourages governors and teaching staff by delegating responsibilities and by involving them in making decisions which have created a positive ethos for learning. The roles of the senior managers and teaching staff are clearly defined and carried out effectively. The headteacher works in close partnership with the deputy headteacher and together they are an effective team. There is clear educational direction, which is rooted in the raising of standards. The personal commitment of the headteacher and the staff to the needs of the pupils is very good. The headteacher has successfully created a sense of teamwork amongst the staff and as testimony to this, the school has recently gained the 'Investors in People' award.
59. The previous inspection found that the governing body did not have a detailed understanding of its role. Governors have attended a variety of appropriate courses to help them develop their roles. They now know their school well and are more closely involved in its management. They find out how well the school is doing and monitor how the budget is spent to improve the quality of education, including any special grants the school receives. The very enthusiastic and committed chair of governors is in contact with the headteacher on a regular basis and acts as a 'critical friend'. The designated governors for literacy, numeracy and special educational needs take a keen interest in their areas of responsibility which is further proof of their strong commitment to the school.
60. Through the finance committee and the expertise of the chair of that committee, the governing body is shrewd and effective in the control and management of its finances. For example, governors anticipated a fall in the school's budget share for the current year and wisely accrued a substantial budget surplus to be carried forward from previous years. This has allowed the present level of staffing to be maintained and ensured the new computer suite will be fully resourced. The surplus will be largely eliminated by the end of the current financial year. Governors have a good understanding of the principles of best value and work hard to ensure that they are applied in their spending decisions; for example, in setting up the new computer suite. Governors meet their responsibilities well and are playing a much more significant role than previously.
61. The leadership and management of special educational needs are very good. There are two co-ordinators for special educational needs, one for each key stage, who are thorough, keep records updated and ensure that all statutory requirements are met. Teaching and support staff work closely with the co-ordinators to ensure that appropriate work is planned for the pupils. The funding for pupils with special educational needs is used wisely. A good level of support staffing is maintained to enable the pupils to receive a good level of individualised help that enables them to learn and achieve well as they move through the school.
62. The school has sound procedures for monitoring and evaluating its work, which have created more openness amongst staff and a greater sharing of ideas. However, the monitoring of teaching and learning needs to be more rigorous if it is to contribute substantially to increasing the proportion of good and better teaching across the full curriculum. Classroom observations have focused appropriately on literacy and numeracy and more recently included science, history and music. These are followed up with staff both formally and informally and general issues are raised at senior

management meetings and at staff meetings, but more remains to be done.

63. The role of subject co-ordinators in the monitoring process has been enhanced since the last inspection. Once per term all subject co-ordinators monitor teachers' planning and sample pupils' work to ensure consistency and continuity in learning. Any strengths and areas for improvement are identified and discussed as a staff, thus helping subject co-ordinators prepare useful action plans for their subjects. For example, monitoring of work has had an impact on the quality of pupils' calculation and problem solving strategies in numeracy.
64. The headteacher has good systems in place to enable the evaluation of the school's performance. Entry profiles, baseline assessments and statutory and non-statutory test results provide information and inform predictions about the attainment of pupils at the end of each key stage and as they move through the school. The school's analysis of its National Curriculum test results has identified areas for development such as meeting the needs of the higher attaining pupils. More rigour needs to be given to assessing and monitoring in the non-core subjects. The school's commitment to improvement and its capacity to succeed are good.
65. The school development plan covers only one year, which was an issue raised at the previous inspection. There is a need to extend the scope and time-scale of the plan so that the headteacher and governors are very clear what the school's priorities are for the current year and over a longer period of time. This will enable the school to plan ahead a range of projects and determine future-spending priorities in a more strategic way. There are no proper links between the priorities and spending, including the funds spent on resources and carefully targeted training for staff. More detail in this area would allow governors to better monitor the effect of their spending on the standards that the school achieves.
66. The current staffing of the school provides a good balance between experienced and those comparatively new to the school. There is an adequate number of suitably qualified staff, all of whom are well deployed and make a positive contribution to pupils' learning. Effective use is made of staff time except for the occasions when classroom support assistants are insufficiently involved in the teaching and learning. All staff have clear job descriptions which refer to their teaching and managerial responsibilities. Induction procedures for staff new to the school are informal and need to be formalised through a policy statement to ensure consistency of approach when needed.
67. Staff have undertaken an appropriate range of in-service training courses which are linked to performance management targets. The performance management cycle is well established and the governors have been effectively involved in setting targets for the headteacher. The school is an effective provider of initial teacher training and regularly receives students from St Martin's College at Lancaster. All school routines are well established and the school administrative staff provide very good support for all teachers. Day-to-day financial administration and control are effective and good use is made of new technology for administration purposes. The school bursar is very effective in helping to manage the school's budget and alerts the headteacher and governors to any possible problems concerning future budget issues.
68. The accommodation is good in the main and allows the curriculum to be taught effectively. Learning resources are good overall and effectively used to support pupils' learning, except in the Foundation Stage which would benefit from increasing resources to better support the various areas of learning. When the computer suite is eventually in action, the school will be well resourced in information and communication technology hardware. This will enable the school to improve the information and communication technology curriculum to ensure all pupils receive their statutory entitlement. The hall provides a good facility for physical education, music, drama and assemblies. Pupils have access to large hard surfaced play areas and grassed areas. The site manager and cleaning staff provide a healthy working environment for staff and pupils to work in, with work on display in classrooms and in corridors contributing positively to the learning environment.

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

69. The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

70. In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

i. Improve the provision for information and communication technology by:

- putting in place all the arrangements for the new computer suite as soon as possible;
- continuing to develop teachers' confidence through information and communication technology training;
- extending the monitoring role of the co-ordinator;
- developing a range of software to support learning in all areas of the curriculum;
- providing more routine use of computers in all classrooms; and
- systematically ensuring that pupils have regular and full access to the programmes of study in information and communication technology.

*(Paragraphs 7, 18, 26, 27, 142, 143 and 144)*

ii. Further develop and improve written work at Key Stage 1 by:

- promoting greater productivity on the part of the pupils;
- raising expectations of what the higher attainers can achieve;
- creating more opportunities for pupils to write for a variety of purposes and audiences;
- giving pupils more opportunities to write and make a personal response in the foundation subjects; and
- developing detailed target setting based on National Curriculum level descriptors.

*(Paragraphs 5, 8, 89, 90 and 94)*

iii. Improve the Foundation Stage curriculum in the Reception classes by:

- providing further staff training and professional support on the Foundation Stage;
- reviewing the times allocated for literacy and numeracy sessions;
- extending the opportunities for children to make choices and take part in practical and creative work;
- ensuring that the work takes more account of curriculum guidance for the Foundation Stage and the Early Learning Goals; and
- ensuring that children have access to a wider range of materials and activities.

*(Paragraphs 1, 19, 27, 66, 71, 72, 73, 75, 81, 82, 86 and 87)*

iv. Further develop the monitoring and evaluation of teaching and learning through the introduction of a more formal system for monitoring which:

- promotes the celebration of success;
- involves structured lesson observation;
- provides feedback and target setting;
- enables the review of targets; and
- involves the modelling of successful teaching.

*(Paragraphs 25, 62, 100, 110, 119 and 148)*

In addition to the above areas, the following less critical areas should be considered for inclusion in the action plan:

- assessment in the foundation subjects;
- the more effective use of support staff; and
- the review of the school development plan.

*(Paragraphs 21, 40, 64, 65, 72, 125, 148, 156 and 161)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

109

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	6	25	16	1	0	0
Percentage	8	12	48	31	2	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 around two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	294
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	62

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	27	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	26	27	26
	Total	45	46	45
Percentage of pupils at NC level 2 or above	School	98 (88)	100 (88)	98 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	17
	Girls	26	27	22
	Total	45	46	39
Percentage of pupils at NC level 2 or above	School	98 (88)	100 (91)	85 (91)
	National	85 (85)	74 (74)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	20	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	19
	Girls	19	18	19
	Total	39	38	38
Percentage of pupils at NC level 4 or above	School	89 (91)	86 (86)	86 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	17	19
	Girls	19	18	20
	Total	38	35	39
Percentage of pupils at NC level 4 or above	School	86 (89)	80 (84)	89 (93)
	National	73 (72)	74 (74)	82 (82)

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
234	6	0
0	0	0
0	0	0
7	0	0
1	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
6	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)	12.2
Number of pupils per qualified teacher	24.5
Average class size	29.5

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

Total number of education support staff	8
Total aggregate hours worked per week	148

FTE means full-time equivalent.

### **Financial information**

Financial year	2001-2002
	£
Total income	533,186
Total expenditure	544,859
Expenditure per pupil	1,903
Balance brought forward from previous year	91,840
Balance carried forward to next year	*80,187

\* Surplus income has been earmarked for the significant expense of the new computer suite and for maintenance of the current staffing levels. The surplus will be largely eliminated by the end of the current financial year.

### ***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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.7
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	294
Number of questionnaires returned	185

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	9	1	1
My child is making good progress in school.	42	52	4	0	2
Behaviour in the school is good.	35	59	3	0	3
My child gets the right amount of work to do at home.	25	57	16	2	1
The teaching is good.	44	51	2	1	3
I am kept well informed about how my child is getting on.	29	42	22	3	3
I would feel comfortable about approaching the school with questions or a problem.	46	43	10	1	0
The school expects my child to work hard and achieve his or her best.	55	44	1	0	1
The school works closely with parents.	26	49	20	3	2
The school is well led and managed.	31	54	6	2	4
The school is helping my child become mature and responsible.	38	59	2	0	1
The school provides an interesting range of activities outside lessons.	19	43	16	6	12

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

71. The national Early Learning Goals establish expectations for most children to reach by the end of the Reception Year (the Foundation Stage). This curriculum for young children involves a focus on learning through structured play and practical experiences. The school's timetable and the planning indicate an overemphasis on formal teaching which gives a lack of balance between this focused, adult directed work and opportunities for investigation and exploration.
72. There are times, for example in literacy and numeracy, when the children are required to sit for too long at one time, when the skills of the nursery nurse are underused. The work for the younger children can be undertaken in shorter, more focused time allocations. During the inspection, there were two occasions when the lower attaining children were expected to stay on task during inappropriate formal activity for periods of an hour. The Reception children need more opportunities to practise and consolidate their developing knowledge, skills and understanding across all the areas of learning, with more emphasis on children's direct involvement in practical and creative work. The development of resources to support each of the six areas of learning can help to support a wider range of stimulating experience, using a broader range of materials.
73. Nevertheless the children in the Reception Year, who start in one of the two classes at the beginning of the school year in which they become five, make a positive start to their schooling. They benefit from the hard work of the teachers and the classroom assistants. A lot of work goes into planning the activities and there are thorough procedures for assessing and monitoring in literacy and numeracy. The two teachers, who are very conscientious and very committed to the children, undertake these on a shared basis. Staff value the children as individuals. The supportive relationships enable the children to feel secure and happy during their introduction to school life. The work planned for the children provides a solid base for Key Stage 1 of the National Curriculum but needs to focus more on the experiential aspects of the learning goals with more opportunities to increase their creative and physical skills and their knowledge and understanding of the world. Outside of the formal activities the 'continuous provision' gives some opportunities for sand play, role play and work on technological kits but time is usually limited, which lessens their value.
74. Attainment on entry to the Reception Year, although varying from year to year, is broadly in line with what might be expected of children of similar age. A significant minority of children attain at a higher level, notably in their language and communication skills. At the time of the inspection, the majority of children had celebrated their fifth birthday. They were well established in the Reception class. The results of entry assessments are used to identify children who might benefit from additional support. The standards described in the previous report are broadly similar to those seen during this inspection.

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

75. Virtually all the children are in line to meet the Early Learning Goals in this area and a significant minority are likely to exceed them. This area is given appropriate priority, in keeping with the national guidance and children learn important skills of co-operation and independence. They are happy and secure within the school environment and move around the classroom with confidence. However, children do not have sufficient opportunities to make their own choices; there is too much direction from adults, limiting children's developing independence and ability to make choices. Nevertheless, they work together well on most occasions and approach adults for help and support as they wish. Children are familiar with the routines, such as those for 'wet' playtimes and those for lunchtime. Children take turns with apparatus and follow instructions carefully in their lessons.
76. Relationships within the Foundation Stage are very good. Children help one another and learn to be caring and considerate of one another's feelings. They usually listen carefully to the adults and to each other. They listen attentively to stories such as 'The Enormous Crocodile'. The children are very competent in taking turns when speaking and listening in a large group. Teaching within this

area of provision is satisfactory and sometimes good. All adults show good, caring attitudes and provide good role models for the children. Good opportunities are created for children to work in pairs and groups and teacher expectations are high, particularly with regard to the children's behaviour.

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

77. A very strong focus is given to this area which is well resourced with books. Children enjoy words and books. Many are able and eager speakers, expressing themselves clearly in their work across the curriculum. In a very good assembly observed during the inspection, children spoke clearly about their recent farm visit, describing all the exciting experiences, such as feeding new-born lambs with a feeding bottle. 'You have done really well, everyone of you,' said the headteacher to the children. Adults listen carefully to children's individual responses to questions and offer good models of spoken language for the children to copy. By the end of the Foundation Stage, most children will meet the Early Learning Goals, but a smaller number will meet the higher level competencies such as those concerned with writing. Around a quarter will have exceeded them. Children listen to complex instructions; for example, when creating sentences from a wordbank. Opportunities to develop speaking and listening through role play are underdeveloped.
78. Children make very good progress in the development of early reading skills. They learn the sounds and the names of the letters of the alphabet. They are able to hear and say initial and final sounds in words and short vowel sounds within the words. Early on in the year, the adults write appropriate words, usually as a simple diary, for the children; subsequent to that the children copy the adults' writing and then they start to write independently, sometimes using wordbanks. Children are helped to learn simple spellings in a structured way. Many children are beginning to use capital letters and full stops. Letters are generally well formed and most of the children show good pencil control.
79. Teaching is satisfactory and sometimes good. Where it is less effective, lessons are overlong, especially for the lower attaining children and those with short attention spans. Adults use praise effectively in their work with groups and individuals. The teaching is usually thoroughly planned with clear objectives. Children have good self-esteem which results in them thinking of themselves as readers and writers who have confidence to tackle the work that they are given. Home-school reading records indicate that the pace of reading work is good and this effectively lays the foundations for very good reading standards across the school.

### **Mathematical development**

80. A very strong emphasis is also given to this area of learning and most of the children achieve well. By the end of the Foundation Stage, the vast majority will attain the Early Learning Goals and around a quarter to a third will exceed them. Children are interested in mathematical activities and enjoy the challenge of mental mathematics sessions. They can recognise numbers to ten and many can recognise up to 20 and further. Responses are quick and correct and indicate good understanding of numerical and ordinal number order. Children understand the concept of one more and one less and can work out the answers to questions of this nature. They have a broad experience of mathematics, including a good number of mathematical games. Children also show a good grasp of positional language, such as through, over, under and behind.
81. All children happily join in a good range of number rhymes and counting games, such as 'Five little frogs'. They know that nought is the same as zero. Some of the teaching observed was good and some was satisfactory. When it is good the activities fully engage the children and make good use of time. Where it is less effective, the session is too long for the children, some of whom would benefit from more opportunities to develop their understanding of capacity and volume when playing with water and sand. Overall this area is well resourced.

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

82. In this area of learning the vast majority of children will meet the goals and around a third will exceed them. No teaching was observed, although the planning indicates a narrow range of activities, most of which are very adult directed. Some use is made of the local environment to further children's knowledge of the world, but more could be made of this valuable resource, together with a more extensive use of visitors.

83. Children enjoy using the computers independently and show appropriate levels of controlling the mouse to practise number recognition, counting and sorting. They build sentences on the screen using an alphabetical wordbank. They learn the names of the seasons, the order in which they occur and about the weather and activities which might be typical of each season. They learn about their own history and look at artefacts from the past, such as kitchen implements. They learn about new life through the successful incubation of chicken eggs and also through a farm visit to Docker Park. They match animal babies to their parents and learn the names of some baby animals, such as kittens, chicks, lambs and puppies and know that these babies will grow into adult animals. They grow bulbs and cress under different conditions. They have some experience of magnets and magnifying glasses. They bake pancakes and biscuits. They enjoy looking at books connected with their work. Children build models of vehicles and structures, although a wider range of construction kits, with more opportunities to use them would enrich the work.

### **Physical development**

84. In the area of physical development virtually all children will attain the Early Learning Goals and a small number may exceed them. The standards of attainment are affected by the lack of a designated outdoor activity area for children in the Foundation Stage. Children mainly engage in energetic physical activity during their physical education lessons and at playtimes. The school has created opportunities for children to work out of doors and to develop some skills of co-ordination and balance through the development of resources available to support outside play for a designated period most afternoons, including markings for games, such as number feet and hopscotch, 'steppers' (for balancing) and ropes, quoits and hoops.
85. Within the classroom children become adept at joining pieces of construction kits. When using scissors and writing and drawing with pencils, they control these tools well and create recognisable shapes when cutting and well formed letters when writing; their pencil control is usually good. Computer programs require the use of a mouse to control the screen cursor, these programs being set at appropriate levels of difficulty for most children; most manipulate the mouse with skill. Some aspects of the teaching are good, such as that to promote good pencil control. The level of resourcing for this area is satisfactory.

### **Creative development**

86. Virtually all the children will attain the goals in creative development and around a third will exceed them. Planning indicates that a narrow range of activities is offered to enable children to experience across this area of learning. Teaching is satisfactory. Much of the creative work is adult directed and often tied in with topic work; this means that often all children's work is virtually identical with little evidence of creativity. Pupils have insufficient opportunities to experiment with materials. They paint chicks and animals observed on the farm visit. They have some experience of mixing colours to produce colourful butterfly paintings using lines of symmetry. In the available evidence there was very little three-dimensional work.
87. Children in the Reception classes sing enthusiastically during assemblies and the weekly hymn practice. They learn the words of the hymns and sing tunefully. In the class assembly they made a good job of singing songs such as 'Chick-chick-chick-chick-chicken', 'Old MacDonald' and 'Leaves, buds and grass'. Children have limited opportunities for imaginary role play, the use of small world equipment and dressing up.
88. The classroom setting is a secure place to be and the teaching and learning have many good features. The good features in place can be built upon to provide a richer and more varied curriculum for the Reception children, adding to the quality of education provided, enabling the curriculum for these children to be more appropriate to their needs and to more clearly support the Early Learning Goals.

### **ENGLISH**

89. At the time of the previous inspection, standards in speaking and listening were judged to be

satisfactory and standards in reading very good throughout the school. Standards in writing were considered to be satisfactory at the end of Year 2 and good at the end of Year 6. Since then, standards in speaking and listening have improved and the very high standards in reading have been maintained. Standards in writing at the end of Year 6 are good, but at the end of Year 2 they are below average.

90. National performance data indicate that over recent years there has been a gradual upward trend, except in writing at Key Stage 1, which the school recognises as an area for development. Although in 2002 all pupils achieved a Level 2 in writing, a significant proportion achieved the lowest grade for this level and too few pupils achieved the higher Level 3. In 2003, it is unlikely that any pupils will reach Level 3. Pupils with special educational needs are very well supported, through the various initiatives aimed to boost performance and the good quality support and this helps these pupils to make at least good and at Key Stage 2, often very good progress. There is no significant difference between the attainment of boys and girls. Issues from the previous inspection have been addressed. The National Literacy Strategy forms the basis of an effective curriculum and the co-ordinator is now more involved in monitoring standards.
91. Reading standards are a strength of the school. Provision is very well organised and regular checks made on progress. Books are well matched to pupil needs and good quality teaching in shared reading sessions ensures that young pupils develop a range of reading cues to help them to read unfamiliar words. By the end of Year 2, most pupils are confident readers who have developed sufficient fluency, accuracy and understanding to enable them to read aloud with expression and to effectively use books and worksheets for written assignments.
92. At Key Stage 2, pupils read a wide range of both fiction and information books. Texts used in literacy lessons are often quite challenging and effective questioning by teachers helps to make pupils critical readers. By the end of Year 6, pupils talk confidently about the content of their books and of their preferences, giving reasons for their choices. Many show enthusiasm for reading. Higher attaining pupils can discuss styles of writing used by different authors and say which styles they prefer.
93. The library is well organised and resourced. Library skills are systematically taught during the literacy hour and through the regular library lessons. Parents give very valuable support in setting up and maintaining the folders of work used during these lessons. Parents also make a good contribution to reading development. Pupils take books home each night and parents communicate with the school through the home-school reading diary. The school brochure and termly newsletters provide good guidance to parents on how they can help their children in all aspects of literacy. Curriculum evenings for parents are well supported.
94. There is a clear agenda to raise standards of written work, especially those of the higher attainers, in order that more pupils reach the higher Levels 3 and 5. Targets set for development in English are reflected in the school development plan and include extensive monitoring of pupils' progress. So far strategies have been much more successful at Key Stage 2, where there has been a marked improvement. At the end of Year 2, standards are insufficiently high in writing. In the English lessons seen, teaching was overall satisfactory at Key Stage 1, although some good teaching was seen. At Key Stage 2, it was good overall with a significant number of very good lessons.
95. Throughout the school, teachers provide opportunities for pupils to write on a variety of fiction and non-fiction subjects. Older pupils write newspaper reports on the 'Landing of Martians on Earth' and play scripts of a conversation between Peter Pan and Wendy on how to fly. In all classes, pupils are encouraged to orally and in writing express their opinions of books they have read. Where teaching is good, pupils usually focus well on their work in lessons and produce sufficient work. Standards and productivity are particularly high in the classes with the oldest pupils, where the teachers' expectations of amount and quality of work are very high. The quality of teaching in the oldest class is having a very positive impact on standards. In some lessons, pupils are achieving less well, because teacher expectations of the amount of work done, especially by the higher attainers, are insufficiently high.
96. Speaking and listening skills are good. Throughout the curriculum, teachers make good use of

lessons to develop pupils' vocabulary. Teachers encourage pupils to take part in discussions at the beginning and end of lessons. Some restlessness can occur when teachers too readily accept answers from volunteers and consequently some pupils lose concentration and become bored. Circle time is used well for discussion. Older pupils are encouraged to express their views on a wide range of subjects. Drama and role-play opportunities are provided in English lessons and also in other subjects such as religious education and history. Throughout the school pupils listen carefully to stories and instructions. They show good recall of information given in previous lessons. The sympathetic and supportive attitude of staff results in pupils showing confidence when talking to one another and to adults. They express their thoughts and feelings clearly; for example, when discussing stories or poems.

97. Standards in handwriting and presentation are variable at Key Stage 1. In most classes at Key Stage 2, they are of a consistently high standard. Through the school, more effective use could be made in other subjects of the curriculum to develop writing skills. Writing done in other subjects is not always of as high a standard as that done in English lessons. In some instances, the use of worksheets restricts the writing opportunities.
98. Information and communication technology is used for some writing activities and to reinforce learning but this needs further development. Work is marked regularly and teachers' comments are usually helpful in giving pupils encouragement. There are some very good examples of guidance given to pupils on how they can improve their work, but this is not consistent across the school. Where good guidance is given, pupils are helped to gain knowledge of their own learning.
99. The curriculum is enhanced by visits to the school by theatre groups and by a librarian. A very well organised and highly successful book week provided a wide range of interesting activities which enhanced learning, introducing pupils to a wide range of texts, quizzes and dramatic performances. It also inspired work in other subjects such as art and design and design and technology. Clear policies for reading, spelling, writing and library use support the work in English. The school development plan identifies various initiatives designed to raise standards in writing. The subject is well resourced.
100. Assessment procedures are very thorough and carefully track the progress of pupils. Systems are particularly effective for tracking the progress of pupils with special educational needs. Information is used to determine the structure of classes at the beginning of the academic year. Pupils are set individual targets for improvement, but in some instances pupils, especially the younger ones, are given too many targets at once. The co-ordinator is very efficient and effectively monitors standards and progress. She is currently reappraising work in English after a long absence from school. A start has been made in monitoring teaching and learning but more remains to be done. The main priority in English is to raise standards in writing at Key Stage 1.

## **MATHEMATICS**

101. Standards at the end of Year 2 and the end of Year 6 are above the national averages. These standards are similar to those observed at the last inspection in 1997. Nevertheless, over the last three years standards at the end of Key Stage 2 have improved rapidly, from average in 1999 to well above average in 2002. The results in the 2003 national tests are likely to exceed the school's targets. This is the result of good quality teaching across the school, which enables pupils of all abilities to achieve well and make good progress. The teaching in Key Stage 2 is a strength of the school. Pupils with special educational needs cover a wide range of work and make very good progress. The well-planned and organised support helps them to take full part in lessons and grow in confidence. Teaching is undertaken in 'sets' based on ability; this way of organising the teaching and learning is having a positive impact on improving standards, especially at Key Stage 2.
102. The teachers have a good knowledge and understanding of the National Numeracy Strategy and use it effectively to plan a good variety of interesting activities across the range of attainment targets. Teachers plan and organise their lessons well and use questioning very effectively to challenge the pupils' thinking and develop their mathematical knowledge and understanding. To help pupils learn and remember the extensive vocabulary recommended within the National Numeracy Strategy, teachers make good use of effective classroom displays, which incorporate key mathematical terms

in them. Teachers and classroom assistants work well together, intervening effectively in group work so that pupils receive a high proportion of direct teaching that ensures they have a high work rate. There are times when more use could be made of the skills of the classroom assistants. Relationships between teachers and pupils are very good, with pupils responding well to the positive encouragement they receive and, as a result, having very good attitudes to their learning that in turn have a positive impact on the standards they achieve.

103. For pupils in Years 1 and 2, teachers place appropriate emphasis on developing their basic skills in mathematics, often through practical demonstrations and activities. A good example of this followed a good demonstration by the teacher when a Year 1 set of higher attaining pupils used a number line and a 100 square to 'count on'. In doing so they effectively understood the words related to number order and sequence such as 'before', 'after' and 'between'. A number of pupils quickly grasped that when adding two numbers together it is easier to start with the largest because, 'It saves time not having to count on as much!' In the same lesson, pupils were encouraged to use their addition skills to effectively solve number problems in different ways; for example, one pupil explained that, '8 add 12 is 20 because 8 add 2 is 10 and 10 more makes 20'.
104. Teachers carefully plan a variety of engaging investigations that enable pupils to effectively develop their skills. This was apparent in a very good lesson with a set of Year 2 higher attaining pupils in which they were exploring the value of coins up to £2 and recording amounts of money with the correct notation. Using large coins, the teacher very effectively modelled how to make £3.25 using the least number of coins and carefully recorded the result on the whiteboard. The pupils' activities provided effective challenge for all pupils; for example, the lower attaining pupils within the set used plastic coins and discussion with a partner to develop their understanding of money problems, whilst the higher attaining pupils were encouraged to record their answers without the coins. By the end of Year 2 most pupils effectively use a variety of strategies to solve problems and confidently use correct mathematical vocabulary to talk about what they are doing, in addition to explaining the methods used to find their answers.
105. The teaching of numeracy at Key Stage 2 is a strength of the school. The teachers in Years 3 to 6 continue to emphasise the use of practical activities to develop mathematical skills further. This was seen in a good lesson with a set of Year 3 average attaining pupils and Year 4 lower attaining pupils. The teacher effectively used a mechanical robot to demonstrate that there are four right angles in a complete turn. The teacher's good questioning, explanations and the use of demonstration on the whiteboard all helped to ensure that pupils were clear about what they were to learn and how to set about their activities. The pupils carried out an interesting, practical task, set at an appropriate level, to find angles greater than and less than a right angle. By the end of the lesson all pupils had a sense of achievement and this impacted upon their learning.
106. By Year 6, most pupils are proficient in using addition, subtraction, multiplication and division and have a good knowledge and understanding of fractions and decimals and how to use them to solve problems. This was seen in an excellent problem-solving lesson with a set of higher attaining Year 5 and 6 pupils. The activities, based on the relationship of different sizes of tiles, were carefully planned to meet the range of ability within the group and ensured that all pupils were challenged. There was excellent pupil-teacher interaction and misconceptions were dealt with to ensure all pupils clearly understood the tasks. Pupils were given opportunities to discuss and share their ideas with a partner and this had an impact on their learning and they made very good progress. They were adept in their ability to explain their strategies for working out answers to solve problems. Pupils have a very good understanding of place value, being able to identify specific digits in large numbers and can handle data effectively.
107. A notable feature in most mathematics lessons is the way that the mental starter is delivered at a brisk pace, effectively enabling pupils to develop their rapid mental recall skills. This was shown by Year 2 pupils' speed and ability to count up and down in tens and fives. Also, Year 6 pupils reacted quickly and with understanding when they played 'Thinking of a Number'; for example, one girl explained, 'From the questions that had been asked and the answers given I knew it was in the three times table and it was a tricky one and it was a multiple of five and less than 90 so it had to be 75'.
108. Scrutiny of pupils' work highlights the value the school places on pupils' learning a variety of

calculation strategies which has a positive impact on their knowledge and understanding of number operations. In multiplication, for example, the oldest pupils are familiar with the grid method, partitioning and short and long multiplication. Marking is used effectively to develop pupils' mathematical understanding, as was shown by the comment in a Year 6 book, 'Could you make any other fractions below a half?' Teachers make sound use of information and communication technology to enhance pupils' work but the school is aware that this is an area for further development.

109. The quality and range of the mathematics curriculum is very good. Resources are appropriate and accessible to the pupils and there is a good range available for all strands of the curriculum. Pupils are successfully encouraged to use their numeracy skills in other subjects, such as the collection of data in science and in work on co-ordinates in geography. The leadership of the subject is very good with the co-ordinator having a clear understanding of the school's strengths and weaknesses. The planning and assessment procedures are very good and are used very effectively to track pupils' performance and set targets for improvement. The co-ordinator carefully analyses all internal and national assessments of pupils' performance and feeds the information gained back to all staff.
110. Over the past two years arrangements have been put in place for the co-ordinator to monitor lessons to establish best practice. This is evident across the school, as the techniques used by teachers in numeracy lessons are consistently applied and consequently very effective in aiding pupils' learning. The co-ordinator monitors teachers' planning on a regular basis. She has produced a calculation policy which is consistently applied across the school and which ensures good continuity and progression in calculation skills. The co-ordinator played a key role in establishing the setting system to ensure all pupils of all abilities are effectively challenged and have equality of opportunity.

## SCIENCE

111. Standards at the end of Year 2 are in line with those expected nationally. This is an improvement on the results of the teacher assessments in 2002, which were below those expected. There were some problems with the marking arrangements, as a consequence of which no pupils achieved the higher Level 3, of which some were capable, in any of the areas.
112. Standards at the end of Year 6 are above the national average. These are higher than the standards achieved in the national tests of 2002 when the school's performance was in line with the national average, but below those of similar schools. The standards observed at the end of Year 2 were lower than those identified in the previous report while standards at the end of Year 6 are the same.
113. Standards are higher than previously at Key Stage 2 as a result of the better teaching, a better planned curriculum and careful assessment of pupils' progress. Pupils make satisfactory progress by the end of Year 2 and good progress by the end of Year 6. Pupils with special educational needs across both key stages make very good progress because of the well-organised support provided and the effective matching of activities to their abilities. There is no significant difference between the attainment of boys and girls.
114. By the end of Year 2, pupils know about life cycles, can identify the properties of a range of materials and can describe how some materials are changed by heating. They know that sounds vary in volume, how a circuit is needed before electricity can flow and that forces can change the shape of objects as well as producing movement. Pupils' investigational skills are satisfactory with some pupils able to predict and test outcomes. The concept of fair testing is emerging; although too few pupils have a good understanding of the need to control the variables and many are not able to achieve this in practical sessions. Evidence was seen in pupils' written work of testing various different vehicles moving down a ramp and on to different surfaces, enabling the pupils to gain some understanding of friction and fair testing.
115. Throughout Key Stage 2, pupils build on the knowledge acquired earlier; they have a good understanding of forces and electricity. They are helped to have an understanding of the need for a healthy lifestyle, the effects of the misuse of drugs and the life cycle of plants and animals, including humans. A significant leap in progress in the two oldest classes is seen in the very good work produced. By the end of Year 6, pupils' investigative skills have improved and most confidently

predict, observe and evaluate well. The older pupils are very familiar with what constitutes fair testing; for example, pupils recognise the need for fair testing when planning how to obtain clear water from dirty water. They know how to alter one variable without affecting the others. These older pupils are experiencing a very effective grounding for their future scientific learning at secondary school. Pupils make very good progress towards the end of Year 6. They write more independently and confidently about their investigations such as when recording conditions needed for yeast to grow and live.

116. The teaching of science is satisfactory at Key Stage 1 and good overall at Key Stage 2, with evidence of excellent teaching for the oldest pupils. Teachers' plan interesting lessons and present them in a lively manner. Most teachers build upon pupils' prior learning to ensure that progress is continuous. The most effective teaching has high expectations and succeeds in challenging the pupils. The direct teaching at Key Stage 1 is sometimes overlong and pupils become restless and disinterested in the subject. Forty minutes listening time is too long for some young pupils to sustain concentration. Most teachers have a secure knowledge and understanding of science. From the scrutiny of pupils' work, it is evident that much written work in Key Stage 2 promotes scientific investigation. It is clear that these pupils are being well taught to record their investigations independently and confidently with sensible predictions and results.
117. Pupils respond enthusiastically and most show good understanding and participate well in the practical activities. They share tasks fairly and handle equipment sensibly. All pupils behave well, stay on task and show enjoyment of the subject. Pupils with special educational needs are given appropriate work and are supported very well both by their class teacher and by well-directed support staff.
118. Teachers at Key Stage 2 make good use of the opportunities science presents for pupils to use and extend their literacy skills. Pupils are encouraged to refer to reference books and occasionally, the Internet to find information. They are taught to write the information gained from their observations and enquiries in a variety of ways. They are trained to be consistent in recording their investigations and most of the older pupils use the investigation template well. The Year 3 teacher takes the opportunity to extend pupils' vocabulary when investigating the effect of lights on materials; for example, they learn the meaning of translucent, opaque and transparent.
119. The science co-ordinator has been in the post for the past four years. She has identified what needs to be done to raise standards and planned for the necessary improvements. The policy has been rewritten; the scheme of work is based on nationally published materials that have been well adapted to the needs of the school. Classes with mixed age groups follow a rolling programme so that they do not repeat work. Effective procedures for assessing the gains in knowledge and understanding that pupils are making have been established; these inform future planning. All these initiatives are an improvement since the previous report. The co-ordinator has not been involved in the monitoring of teaching and learning and this is an area for development. A well-structured portfolio of pupils' work has been compiled that provides helpful information for teachers when they are assessing pupils' work. Resources are of good quality, easily accessible and effectively organised. The subject management is in competent hands. An extra-curricular science club is offered weekly. This is very well organised by two teachers and is a good opportunity for pupils to share useful scientific experiences.

## **ART AND DESIGN**

120. It was possible to observe only one art and design lesson during the inspection when the quality of teaching observed was good; it led to the pupils making good progress in developing their design skills. Evidence from work on display, examples and photographs of work in the portfolio, work in sketchbooks and discussion with pupils about their work indicate that standards are broadly in line with those seen nationally for pupils aged seven and 11. These judgements confirm the findings of the previous inspection. All pupils, including those with special educational needs, make satisfactory progress throughout the school.
121. In Years 1 and 2, pupils develop their drawing skills by using pencils and crayons. They also learn to record their ideas by using a computer program to create abstract designs. Their paintings show that they can reflect on the work of different artists. Pupils in Year 1 use paint to create faces in the style

of Picasso. Year 2 pupils have observed natural materials such as pine cones, leaves and feathers and recorded their observations in pencil and ink, the results of which show increased control and awareness of line. They painted large, colourful and lively pictures following a visit to a hospital, showing progress in colour mixing of, for example, skin tones and in using line effectively to enhance facial features.

122. In Years 3 to 6, pupils increase their drawing and observational skills and work in a wider range of materials and reflect on the work of different cultures. Year 3 pupils sketch human figures with most of the sketches showing proportion, line and tone of an appropriate standard. Pupils visit St Anthony's Church to investigate pattern in architecture. They use card (boxes) and newspaper to sculpture a 'monster' and when completed enhance it with paint and a variety of common objects such as plastic buttons. The pastel work by pupils in Year 4, based on the Aboriginal 'Dream Time', shows a growing understanding of how to create texture in their work. Pupils in Year 5 produce very sensitive paintings depicting a still life arrangement of flowers.
123. By the end of Year 6, pupils make good use of their sketchbooks to prepare their work and are developing more awareness of the design process. This was seen in the one lesson where good teaching made the pupils' design activity purposeful. Through a letter addressed to each pupil, the teacher invited them to join a company which had been given the task of designing and making a range of hats for a reunion of the characters from 'Alice in Wonderland'. The good preparation, explanation and questioning kept the pupils interested and, consequently, they listened carefully and were keen to try their best to produce careful work. The management of pupils' behaviour was good and this contributed positively to their learning. All pupils made good progress as they considered size, shape, colour, materials and decoration in their creative designs. There was good support for a pupil with special educational needs as the classroom support assistant scribed his ideas, which enabled him to make good progress.
124. Art and design makes a good contribution to pupils' personal, spiritual, social, moral and cultural development. Pupils are successfully taught to appreciate the wonders of nature and displays around school provide good opportunities for reflection. There is some use of information and communication technology in art and design but this needs to be developed further through, for example, digital photography.
125. The previous inspection highlighted that there was no scheme of work to define the progressive development and experiences from year to year and no co-ordinator in place. The school has improved these areas by implementing national guidelines to ensure continuity and progression in teaching and learning through the school. Although the co-ordinator was absent during the inspection period, it is evident that monitoring is relatively underdeveloped. Although checks are made on teachers' planning and pupils' work is sampled once per term, there are no opportunities to observe art lessons. There is no formal system to assess and record the progress pupils make in the subject to inform teachers in their planning. However, the co-ordinator has begun to develop a portfolio of pupils' work for each of the units studied in the national guidelines.

## **DESIGN AND TECHNOLOGY**

126. Standards in design and technology at the end of Year 2 and Year 6 are good and above national expectations. Effective support for pupils with special educational needs ensures that they are able to achieve in line with the achievements of their peers. At the time of the previous inspection, standards were judged to be unsatisfactory. Since then there has been a significant improvement.
127. Teachers are now more confident in teaching design and technology. They receive good support from the recently appointed co-ordinator who is well qualified to lead the work and who is very keen and well organised. All issues in this year's action plan have been addressed and new targets have been set. An effective scheme is in place and resources have improved considerably so that they are now good. Evidence available from planning and also from photographs and models on display, suggests that pupils are now receiving an appropriate curriculum covering the required programmes of study. Pupils are given the opportunity to work with a wide range of materials on enjoyable projects and there is clear progression through the school enabling pupils to make good progress.

128. Only two lessons were seen during the inspection week. In both, the quality of teaching was good with teachers showing good knowledge and understanding and the ability to plan well and enable pupils to develop their skills. In both lessons teachers stimulated the pupils' interest by using good quality models. Effective questions ensured that pupils looked carefully at the construction of wheeled vehicles and musical instruments. Pupils were encouraged to be creative in their own designs and produced detailed plans. One Year 2 pupil produced a sophisticated plan for a rocket car.
129. Where appropriate, lessons are planned to support work in other subjects. 'Book Week' was a stimulus for designing and making a range of bookmarks. Younger pupils created moving pictures of 'Elmer the Elephant' and scenes from 'The Cat in the Hat'. Older pupils made pop-up books and wrote evaluations of their work, of which one measure of success was the quality of the teamwork involved. A display of the work done for Book Week clearly showed the progression of skills through the school. The oldest pupils spend a very valuable day each year at the local secondary school where they do work on food technology.
130. Planning books are well used throughout the school and there is evidence of high quality detailed designs and evaluations. In some books presentation could be of a higher standard. A portfolio containing photographs of models and samples of work is being developed as a useful tool to aid accurate assessment of the pupils' work.

## **GEOGRAPHY**

131. During the inspection just two lessons, both at Key Stage 2, were seen in geography. A scrutiny of pupils' work, together with discussions with the co-ordinator and pupils indicate that standards are similar to those expected nationally at the end of Year 2 and Year 6. This is similar to the picture at the time of the previous report. All pupils, including those with special educational needs, make satisfactory progress.
132. By the end of Year 2, pupils identify physical features such as roads and houses in Fulwood. Year 1 pupils are aware of some of the different roles people play in society and of their places of work. They illustrate a booklet about fire fighters, police officers, train drivers and nurses knowing that these are people who help others. Year 2 pupils complete a traffic survey on nearby Cadley Causeway and a survey of the car parking around the school. Pupils are beginning to name and locate places in the United Kingdom and further afield as they follow the journeys of 'Barnaby Bear' to such places as the Kennedy Space Centre in Texas, San Antonia and India.
133. At Key Stage 2, pupils begin to gain an understanding of the factors relating to land development and to land use. They have a sound knowledge of their local area and the counties and physical features of the United Kingdom. Year 3 pupils consider environmental issues of the local area; they say that wildlife will decrease if more houses are built. In Year 4, pupils study life in a village in India comparing and contrasting it with their own community. The higher attaining pupils write letters to pupils in India describing life in Fulwood. The older pupils write independently about how farmers have claimed rights over the forests and are depriving the Adivasis people of their traditional way of life. This makes a good contribution to the pupils' moral development. By the end of Year 6, pupils are able write in depth about rainforests, deserts, Polar Regions and mountains. They study differing environments and how people, animals and plants cope with their surroundings. They use their local knowledge of the River Ribble to develop their understanding of the water cycle. Evidence of some cross-curricular teaching with this age group was observed; for example, pupils drew graphs to illustrate the patterns of temperature and rainfall in the Alps.
134. No teaching was observed at Key Stage 1. A scrutiny of the work covered indicates that much of the work is very teacher directed, often involving worksheets where all pupils do the same activity. There are often insufficient opportunities for pupils to develop their skills by making a personal response in writing. In the two lessons observed at upper Key Stage 2, however, the teaching was good. Pupils study the coastal resort of Llandudno; they understand the importance of its location. Pupils' vocabulary is extended by the study of the water cycle; for example, they know the meaning of the terms irrigation, evaporation and purification. The good teaching is characterised by the teachers' organisational skills, the management of the pupils and the pupils' response with positive attitudes

and good behaviour. Pupils with special educational needs are well catered for in these lessons with good support from classroom assistants.

135. Pupils, especially younger ones, are not always given sufficient opportunities to develop their independent research skills. A programme of work for the study of maps is to be trialled in Year 6 in the near future to ensure that mapping skills become more focused. The scheme of work guides the content of lessons, but insufficient emphasis is placed on pupils researching their own information using different sources. Resources for the subject are adequate. The co-ordinator manages the subject well and reviews teachers' planning. More focused monitoring is required to ensure that skill development is fostered throughout the school and that the curriculum gives more scope for the development of independent skills and pupils' own written work.

## **HISTORY**

136. Very little teaching was observed in history during the inspection with no lessons seen at Key Stage 2. Evidence from discussions with pupils, a scrutiny of work, teachers' planning and displays indicates that pupils are receiving an appropriate curriculum covering the required programmes of study and reach the expected standards at the end of Years 2 and 6. Overall pupils, including those with special educational needs, make satisfactory progress. At the previous inspection standards were judged to be satisfactory.
137. In Years 1 and 2, teachers introduce pupils to history by comparing old and new and looking for changes that have taken place. The youngest pupils compare teddy bears from different periods. In a lesson seen, pupils were using photographs and pictures to look for the difference between seaside holidays now and those of their parents or grandparents. Parents had helpfully provided a range of useful photographs for this work. Pupils noticed the changes in the style of clothes worn and forms of transport used. Pupils are introduced to other sources of evidence such as the diary of Samuel Pepys describing the Great Fire of London. They study important people from the past such as Florence Nightingale and make comparisons between her hospital and those of today; this work was enhanced by a visit to a local hospital. By the end of Year 2, through stories and pictures from the past, pupils are beginning to realise how and why things change.
138. At Key Stage 2, the theme of change is developed further but also includes a study of life for the rich and the poor, the conqueror and the conquered. Through a study of ancient civilisations such as the Egyptians and the Greeks and through the Roman, Saxon and Viking invasions, pupils learn about different lifestyles. Pupils use books, pictures and artefacts as sources of information. They study old objects or photographs and make predictions about their age and use. The older pupils study life in Britain, including the harshness of Victorian society. Teachers give pupils the opportunity to express their views and feelings. One class wrote letters to a fictitious Member of Parliament complaining about working conditions in the Victorian mills. Another class described difficulties and dangers experienced during the two world wars; in particular, the experiences of children who were evacuees. Some pupils wrote newspaper reports on how the war was developing. Others wrote diaries of their imagined experiences during air raids, describing the smell of smoke, the sound of bombs and how they cuddled toys for comfort when afraid. The oldest pupils study post war Britain, looking at rapid changes that have taken place in such things as recording equipment.
139. By the end of Year 6, through an interesting and thought provoking curriculum, pupils understand the reasons for changes that have taken place in history and have an opportunity to decide whether the changes were an improvement and for whom. Some of the oldest pupils have developed strong views and are confident in expressing them.
140. Although there is evidence of work in history being used well to develop writing skills, especially by the oldest pupils, overall the subject is not used sufficiently well in this respect. Writing produced tends not to be of as high a quality as that produced in English lessons. The use of worksheets unnecessarily restricts the writing opportunities of the higher attaining pupils.
141. The curriculum is enhanced by studies of the local area and also by visits to museums in Lancaster, Manchester and Preston, where pupils gained experience of life in Roman times. An enjoyable Victorian Day was held in school. Pupils use CD-Roms and videos for information. Resources are adequate and are supplemented by library loans. A future target is to collect more artefacts. The co-

ordinator has a good overview of the work of the school through the monitoring and evaluation of the work. A good start has been made on assessment through a portfolio of work used to compare standards. This now needs review to ensure that pieces of work chosen help to raise standards in writing about history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. Standards in information and communication technology are unsatisfactory at the end of Year 2 and at the end of Year 6. All pupils, including those with special educational needs develop satisfactory skills in word processing. However, pupils make insufficient progress because the full range of experiences required by the National Curriculum are still not made available to them. This was the position at the time of the previous inspection and more progress should have been made to address the issue. Although nine new computers and extra software have been purchased since the previous inspection, the present facilities for information and communication technology are insufficient. The high ratio of pupils to computers inhibits teaching and learning and the progress pupils make, as they are not provided with enough access to computers and appropriate software to reach the standards they are capable of achieving.
143. The school is aware of these shortcomings and has recently taken steps to improve the teaching and learning of information and communication technology. With the help of governors, parents and staff the school has invested heavily in a new, fully resourced computer suite which can accommodate a class of pupils comfortably. The staff and pupils are encouraged and excited by the many possibilities for teaching and learning that the suite offers. However, due to reasons beyond their control they have not yet used the facility and have been waiting a long time. The school is still waiting for the problem with the foundations of the room to be addressed, hopefully in the near future.
144. The majority of pupils demonstrate appropriate skills in some areas of the information and communication technology curriculum; for example, pupils in Year 2 use a mouse and keyboard successfully to make sentences. They effectively use the paint tools in an art package to complete abstract patterns. They successfully print out their work using the appropriate keyboard commands. Pupils in Year 6 use a word processing program to publish a newspaper article and, with help, insert an image from a digital camera into their own work. They are helped to log on to the Internet safely to research and retrieve information from relevant websites. They are beginning to use the Power Point software program to prepare a multimedia presentation which combines text, pictures and sounds, as shown by the presentation 'Magical Music'. However, there are a few areas of work in which pupils in Year 6 have little experience; for example, using the computer to control another device, such as traffic lights or using computer sensors to monitor or detect changes in temperatures, measuring sound or light. They have not used e-mail to communicate and exchange information with others.
145. It is not possible to make a secure overall judgement about teaching. Because of the organisation of the timetable, it was possible to observe only one lesson at each key stage. However, the quality of teaching was satisfactory in the two lessons observed and the pupils made satisfactory progress in the skills taught. In the mixed age Year 1 and 2 lesson, the pupils made satisfactory progress in their knowledge and understanding of how a digital camera can be used to present images on the computer and in the skills needed to take their own photograph. The teacher gave clear explanations when introducing the digital camera and effective instructions on the skills needed to take a photograph, which the pupils followed well. Pupils were proud of their individual efforts as they viewed the images they had captured of 'items I would take to the seaside'; this linked well to their history and geography work.
146. The quality of teaching in the Year 5 lesson seen was satisfactory and the pupils made satisfactory progress in the use of databases. The teacher made the purpose of the lesson clear and gave a clear explanation and demonstration of how a database works. The pupils listened well and worked co-operatively in pairs to prepare questions to interrogate a dinosaur database. The teacher used her expertise effectively to support and encourage pupils. This resulted in most pupils working with enthusiasm and increasing their skills without fear of making mistakes. Through trial and error on the computer they learned that questions have to be carefully phrased to elicit the correct information. Pupils made satisfactory progress in using the database and refining their skills. Within the classes, lower attaining pupils are encouraged to work with a partner or are guided by classroom support

assistants.

147. Good links are made to some areas of the curriculum. For example, in mathematics, Year 1 pupils used a CD-Rom to reinforce addition to ten and Year 2 pupils learned more about two-dimensional shapes by using a software program on the computer. Pupils in Year 3 used a software program to produce graphs using different scales with data they had collected for projects on vehicles and mini-beasts. Year 4 pupils word-processed a letter to a friend as part of their work in literacy and Year 5 pupils word-processed information they had gathered from different sources on Florence Nightingale. To support their work in geography, they used a CD-Rom to find out about the attractions in Llandudno. Year 6 pupils use the Internet in science to research information about water cleaning. However, given the school's commitment to promoting extended writing opportunities in literacy, insufficient use is made of information and communication technology for word-processing, drafting and redrafting along with desktop publishing skills to improve and extend writing still further throughout the school.
148. The subject co-ordinator is relatively new to her role. She is enthusiastic, knowledgeable and well organised and has the necessary expertise to successfully develop the information and communication technology curriculum. She has produced an Internet safety policy which is being followed by all staff and pupils and which has been made known to parents. The co-ordinator's role in monitoring teaching and learning is underdeveloped. Although she checks teachers' planning and samples pupils' work once per term for continuity and progression of teaching and learning, she has not had any opportunity to observe information and communication technology in lessons. There is no formal system to assess and record the progress pupils make in the subject to inform teachers in their planning. The co-ordinator and staff have received extensive training and are well placed to make the changes necessary to ensure pupils are helped to reach the standards of which they are capable across the full range of experiences.

## MUSIC

149. Standards in music were judged to be unsatisfactory at the time of the previous inspection. This informed issues to raise standards, to promote the full implementation of the National Curriculum through the development of a scheme of work and staff training. A new commercial scheme of work has recently been introduced which will enable the school to better ensure that pupils have the appropriate experiences in all the elements, including composition.
150. Although standards are now broadly in line with national expectations at the end of Year 2 and the end of Year 6, there is recognition in the school that they could be higher. There are a small number of pupils with very good musical talent.
151. Pupils in Year 1 and Year 2 show an enthusiasm for singing hymns, often with actions, such as 'Love, love, Jesus' love', 'Jesus, can I tell you' (in four parts) and 'Shine, Jesus, shine'. They sing songs on a theme of weather such as 'The Rain Song' and 'I want tomorrow to be windy' and add their own percussion accompaniments. They recognise the difference between pulse and rhythm and develop simple compositions. By the end of Year 2, most pupils can recognise and explore how sounds can be organised and performed with simple accompaniments; they have learnt to represent sounds with symbols.
152. From Year 3 onwards, pupils build on previous experiences and further develop their performing, appraising and composing skills. Singing skills improve and pupils enjoy singing songs such as 'God's greatest gift' and the round called 'Shalom'. When listening to a piece of music such as Gershwin's 'Rhapsody in Blue', they learn to identify the sounds of the different instruments. The pupils play percussion instruments to the tempo of the composer's 'train rhythm'; this involves a good range of instruments, including some unusual ones. Pupils drew instruments which make high and low sounds and conduct experiments with different lengths of tubes to determine why some sounds are higher or lower than others.
153. Pupils create graphic scores to depict compositions about animals such as 'Army-dillo', 'Cheating Cheetah' and 'Lightning Lion', creating simple notation on a helpful template. They create good quality observational drawings of instruments. The oldest pupils, viewing a video clip, consider how

the music of 'The Society Raffles' reflects the film for which it was composed. They learn how sounds can be described using symbols through the creation of a storyboard score. By the end of Year 6, most pupils are able to recognise and explore how sounds can be organised; they become skilled at representing sounds with symbols.

154. Two lessons were observed during the inspection, both with the older pupils, one taken by the co-ordinator. The quality of teaching and learning was good. There is a clear policy of making music a pleasurable experience. Pupils are successfully encouraged to collaborate and to strive for improvement. The lessons ensured that all pupils had access to an instrument and moved at a good pace. During the hymn practice, which was well led by a volunteer who is a retired teacher, the pupils sang enthusiastically with good recall of the words of the songs.
155. Teachers follow the school's clear and recently acquired scheme of work which is based on the nationally prescribed music guidance. This allows pupils to experience the full music curriculum and to build systematically on their learning. The school is now meeting the requirements of the National Curriculum even though there is no teacher with specialist knowledge. There are brass lessons for a small number of pupils and a weekly after-school music club includes some guitar teaching by the co-ordinator. All pupils are involved in singing and performing in the annual Christmas performances which alternate between Key Stage 1 and Key Stage 2; younger pupils recently performed 'Whoops-a-daisy Angel' and older pupils performed in 'The Piper'.
156. The co-ordinator leads the subject well and with enthusiasm. There is no formal system for assessment. Resources are satisfactory although there is a need for more tuned percussion instruments. Future plans include enriching the provision by using computer software. The main priority is to raise standards further.

## **PHYSICAL EDUCATION**

157. Inspection evidence indicates that overall, standards are broadly in line with what could be expected at the end of Year 2 and the end of Year 6. Standards are similar to those at the time of the previous inspection. A published physical education scheme of work gives detailed guidance for the staff in planning their lessons. Pupils have access to the programmes of study with suitable arrangements for swimming. Year 6 pupils enjoy good opportunities for outdoor pursuits at a residential week at Borwick Hall that enriches the provision; rock scrambling, canoeing, orienteering and tree climbing are some of the adventure activities provided. These, together with the opportunities provided in extra-curricular activities and in inter-school activities, such as football, swimming and athletics, amount to good curricular provision. This is an improvement since the previous report.
158. During the inspection, the lessons observed were concerned with dance, athletics, swimming and games. Year 1 pupils are skilled at representing a thunderstorm by making heavy, strong movements and then contrasting these with slower, twisting movements to depict a steady drizzle. Year 3 pupils practise bat/ball control using plastic racquets and sponge balls. A good lesson observed at the local leisure centre showed that Year 4 pupils are developing good swimming strokes. Year 4/5 pupils were observed practising athletics skills in a range of events.
159. The teaching was satisfactory overall and good in the swimming lesson. Teachers stress the importance of personal safety. They raise health issues appropriately and all lessons have 'warming up' and 'cooling down' sessions. Teachers focus on basic skills well. Lessons are well planned and generally well organised. In most lessons the teachers give clear instructions, although occasionally the instruction period is overlong. During the swimming lesson the pupils responded well to the high expectations of the teacher and instructors; the pupils had positive attitudes and behaved very well at the swimming pool. Pupils with special educational needs are well catered for in all the activities.
160. The pupils enjoy physical activity. They play competitively and fairly and show a good team spirit. They work well with others in the main, although a small number sometimes find it difficult to listen to instructions. Boys and girls play well together with equal opportunities for all. Most pupils behave well, work independently or with a partner or group and collect equipment carefully and safely.
161. The co-ordinator was absent during the inspection. The policy was updated recently. There are no

formal assessments in place. The school makes good use of the hall, the outside hard areas and the playing fields to practise games skills, making use of the good level of resources. The school provides a good range of extra-curricular sporting activities that are well supported by the pupils; these include table tennis, a sports club and country dancing. These sporting activities make a valuable contribution to the physical education curriculum and to pupils' physical and social development.