

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL

Cloughton-on-Brock

LEA Area: Lancashire

Unique Reference Number: 119619

Headteacher: Mrs Juliet Walling

Lead inspector: Mr David Byrne

Dates of inspection: 7th – 8th June 2005

Inspection number: 267874

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 24

School address: Smithy Lane
Claughton-on-Brock

Postcode: PR3 0PN

Telephone number: 01995 640258
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Appropriate authority: Governing body
Name of chair of Mr P Rydeard
governors:

Date of previous 8th July 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a Roman Catholic Voluntary Aided school situated in a rural part of Lancashire. It educates a total of 24 boys and girls, all of whom are of white ethnic origin and speak English as their first language. Numbers declined significantly in 2002 but are now rising again and predicted to do so in coming years. The percentage of pupils with special educational needs is below the national average and no pupil has a Statement of Special Educational Need. The socio-economic background of pupils is broadly average although a well below average percentage of pupils is eligible for free school meals. The attainment on entry varies each year but is broadly average. The school has gained the Investors in People Basic Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr David Byrne	Lead inspector	Foundation stage curriculum, English, science, information and communication technology, art and design, design and technology, personal, social and health education and citizenship.
11072	Mrs Shirley Elomari	Lay inspector	
17543	Mr Robert Coupe	Team inspector	Mathematics, geography, history, music, physical education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with a number of excellent features that combine to achieve the school motto, 'a small school with a big heart'. Pupils benefit from very good teaching and an imaginative, well-planned curriculum which contributes to pupils achieving well. Excellent leadership by the headteacher ensures very good management that gets the best from its income. Despite the high expenditure per pupil the considerable strengths of the school mean that it is giving good value for money.

The school's main strengths and weaknesses are:

- Excellent leadership and very good management by the headteacher create very good teamwork between staff and an excellent ethos resulting in excellent attitudes and behaviour amongst pupils.
- Very good teaching effectively deals with the mixed age classes so that all pupils achieve well overall with very good achievement in art and design.
- Achievement could be better in speaking and information and communication technology.
- A well-planned curriculum is very effectively enriched by visits and visitors, which inspires pupils to learn.
- The school is very caring and makes sure that the needs are effectively met of pupils with special educational needs and those who are gifted and talented.
- Personal, social and health education and citizenship successfully broadens pupils' knowledge and understanding of the wider world.
- Strong support from parents, good links with the community and very good links with local schools enhance the quality of the pupils' education.
- Good governance is supportive of the headteacher and staff whilst maintaining a close eye on the school's effectiveness.

The school has improved very well since the last inspection. Under the excellent leadership of the headteacher many urgently needed improvements have been very successfully implemented. Strategies to develop and improve the relevance and creativity of the curriculum have been developed that have raised standards. For the first time in many years, pupils are now starting to reach their true potential. An excellent ethos of care and respect coupled with high expectations for academic and personal development have resulted in excellent attitudes and behaviour. The contribution of teaching assistants has improved significantly especially in supporting gifted and talented and special educational needs and in the Foundation Stage.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	C	E

mathematics	B	D	B	D
science	C	D	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards vary greatly from year to year according to the natural ability of each group. The extremely small numbers in each group (there were five pupils in the Year 6 group in 2004) means that the government's statistical analysis of performance data from the national tests at the end of Years 2 and 6 must be treated with extreme caution. Judgements about standards and achievement are based on inspection evidence. These show that pupils are achieving **well** overall across the school and are now starting to reach their potential. Standards are currently average in English and mathematics at the end of Years 2 and 6 and above average in science. In most other subjects, pupils achieve well and reach good standards although they achieve very well in science. Pupils also achieve very well in art and design and have standards that are well above average. In information and communication technology standards and achievement are average. Standards of speaking are relatively weak and this holds back the achievement of pupils in some aspects of learning. The attainment on entry to school varies from year to year. The provision for children in the Foundation Stage is very good and promotes very good achievement in each area of learning. Good provision for special educational needs and for gifted and talented children ensures that for these groups, achievement is good.

Pupils have **very good** levels of spiritual, moral, social and cultural development. The excellent ethos in the school contributes to excellent attitudes and behaviour. The very good rate of attendance and very good levels of punctuality demonstrate how much pupils like coming to school.

QUALITY OF EDUCATION

The school provides a **very good** quality of education with some excellent features. Teaching and learning are **very good**. Effective assessments are made of pupils' attainment and progress and all assessment information is used very well to improve the quality of teaching. Very good teamwork between teachers and support staff, makes sure that pupils with special educational needs achieve well and are fully involved in all parts of school life. A carefully planned curriculum that is very well enriched by a range of educational visits and visitors stimulates pupils to learn at a good rate. The accommodation and resources are very good in terms of quantity and quality. Pupils receive very good levels of care with very good attention paid to their health and safety. Pupils are very effectively involved in the running of the school and they are engaged in evaluating their own performances. Good partnerships exist with parents and the community and very good links with other schools benefits pupils' education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. Excellent leadership by the headteacher and very good management procedures make sure that staff are constantly striving to provide the best possible quality of education. Good governance ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils hold the school in very high regard. They value the attitudes and behaviour upheld by the school and are appreciative of the quality of teaching provided. Lessons are considered to be interesting and learning exciting. There is a generally held view that the school is much better than it was in the past and is continuing to get better.

IMPROVEMENTS NEEDED

The most important things the school needs to do to improve further are to:

- Continue to raise standards in information and communication technology and its application across the curriculum.
- Work on implementing existing strategies to improve the standard of speaking across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is **good** across the school. Standards are currently **average** at the end of Years 2 and 6 in English and mathematics and **above average** in science.

Main strengths and weaknesses

- Standards are steadily improving and all pupils, including those with special educational needs and higher-attainers, achieve well overall.
- Very good achievement in the Foundation Stage gives children a very good start to their education.
- Despite a reasonable vocabulary, pupils are shy about speaking publicly.
- Standards in information and communication technology are rising but pupils could do better at the end of Year 6 in particular.
- Pupils develop very good skills in the creative areas of art and design and design and technology.

Commentary

Foundation Stage

1. Very good provision for children in the Foundation Stage promotes very good achievement in each area of learning. The attainment of children starting school varies enormously from year to year but is average overall. The good quality of teaching and good teamwork with a skilled teaching assistant means that very good progress occurs in all areas of learning in the reception class. Staff know children very well and plan exciting and stimulating activities for learning. It was impossible during the inspection to observe any outdoor physical activities to make a secure judgement about children's achievement in terms of outdoor physical development.

Key Stage 1

2. At the end of Year 2 standards vary from year to year depending on the nature of the very small numbers of pupils in each year group. Inspection evidence shows that for the current Year 2, (three pupils) achievement is good and standards are above average in English, mathematics and science. Pupils achieve well in reading and writing. They have very good listening skills, but despite having a reasonable vocabulary, they find it difficult to speak publicly and orally express what they think and understand. Writing skills advance quickly in Years 1 and 2. The current group of Year 1 pupils write very well showing a level of competence that is far higher than expected for their age. In mathematics, pupils develop a secure knowledge and understanding of numeracy and develop a good range of strategies for applying this knowledge to solve problems. Good standards in science are based on the good levels of competence of pupils in performing scientific investigations.

3. Standards in information and communication technology are in line with national expectations although there is good progress occurring at the moment. Pupils achieve well in all other subjects and do particularly well in art and design. A judgement in physical education was not possible.
4. Pupils with special educational needs are well supported and achieve well in relation to the targets in their individual education plans. Gifted and talented pupils are identified and the provision of challenging work makes sure that they achieve well.

Key Stage 2

5. Inspection evidence shows that pupils in Years 3 to 6 achieve well in English and mathematics and very well in science. Standards are currently average in English and mathematics and above average in science at the end of Year 6. Pupils develop good skills of writing including the use of punctuation, grammar and spelling, but their skills in imaginative writing, whilst good overall, are a relative weakness. In mathematics, pupils successfully build on the good start they make in Years 1 and 2 by extending the range of strategies for solving mathematical problems. The skills of scientific testing are improved further in Years 3 to 6. By the end of Year 6, pupils develop satisfactory skills of using the computer in order to support learning. In other subjects pupils achieve well with some very good work in art and design. Good provision for pupils with special educational needs and for gifted and talented pupils results in these pupils achieving well.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is **very good** overall, promoting amongst pupils **excellent** attitudes and behaviour and **very good** levels of personal development. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- An excellent ethos includes a strong sense of spirituality, the development of very good social skills and a strong sense of morality.
- Pupils have excellent attitudes to school and display impeccable behaviour at all times.
- Pupils have a good appreciation of their own culture and a good knowledge and understanding of the British multicultural society.
- Very good attendance makes a significant contribution to learning.

Commentary

6. Standards in this area of the school have improved since the last inspection. The school values the integrity of the individual. Teachers are excellent role models. Pupils are given every care and consideration and the utmost respect for their views and opinions. As a result, pupils feel very secure, highly valued and very appreciative of the warm and friendly atmosphere. The school is very eager for pupils to develop close

bonds with one another and to develop friendships with pupils in other schools both locally and further afield.

7. The ethos of the school is excellent. Pupils' attitudes to work and their behaviour are excellent and better than they were at the last inspection. The school instils in pupils a desire to learn. Very good use of praise by teachers results in pupils responding very enthusiastically to lessons, showing enjoyment and an eagerness to learn. Courtesy is a norm with high levels of respect between pupils. There is no evidence of any bullying or incidents of racial abuse. One Year 5 pupils commented, "We all go home happy, looking forward to the next day," and indeed, this statement sums up the high levels of enjoyment all pupils have of their school. There have been no exclusions in the last twelve months.
8. Personal development is very good. The caring ethos of the school rooted in Christian philosophy results in pupils being sensitive to the thoughts and needs of others. Pupils willingly help others during the school day and good friendships are a strong feature for most pupils that add to their pleasure of attending school. Good play facilities in the playground and a good range of extra-curricular activities, including educational visits, successfully promote very good social skills. Assemblies are uplifting and the strength in singing and musical performance develops amongst pupils a strong awareness of the beauty of the world and their place in it. Pupils know right from wrong, and through discussions during lessons about issues such as man's impact on the environment, they demonstrate a very good level of moral development. This is enhanced by the selfless way that pupils all work with staff and parents to raise funds for charities. Cultural development is very good. Pupils have a good appreciation of their own cultural traditions and the school has very successfully broadened the previously narrow experience of pupils of our multicultural society

Attendance

9. Attendance and punctuality are both very good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching and learning are **very good** and assessment is used **very well** to inform planning. A **good** curriculum with a **very good** range of additional activities successfully enriches the pupils' education. Provision for pupils' care, welfare, health and safety is **very good** with **very good** support, advice and guidance for pupils and **very good** procedures for seeking their views. **Good** partnerships exist with parents and the local community and there are **very good** links with other schools.

Teaching and learning

The quality of teaching and learning is **very good** overall, supported by **very good** assessment.

Main strengths and weaknesses

- Teachers set very high expectations for pupils.
- There is very good teamwork between teaching assistants and class teachers.
- Assessment is an integral and very effective part of the way that teachers plan and evaluate.
- Pupils respond very well to being involved in their own assessments.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	4	1	0	0	0

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

10. The quality of teaching and learning has improved since the last inspection. Teachers continue to give very good focus to the key skills of literacy, numeracy and scientific knowledge and understanding, but have increasingly placed more emphasis on the creative and physical subjects and on information and communication technology. Throughout the school, all teaching staff and teaching assistants are very hard working, very caring and totally committed to providing the best possible quality of education. This is exemplified by the effort that goes into the creation of some very high quality classroom displays, successfully reinforcing the pupils' good work as well as providing a bright, lively and informative environment in which to learn.

11. The quality of teaching and learning in the Foundation Stage is very good with skilful planning that ensures that the needs of reception children are catered for within the mixed age class. Throughout the school lessons are well planned and very effectively organised and managed so that the needs of all pupils, including pupils with special educational needs and higher-attaining pupils, are effectively met. Pupils respect their teachers and respond very well to high expectations for them to work hard and do their best. This very good work ethic pervades classes and contributes to the way that pupils concentrate on their work and constantly strive to improve and do even better. High levels of trust exist between pupils and teachers and enable pupils to accept the very good advice that teachers provide through discussion and marked work designed to raise their performance to very high levels. Very good partnerships between teachers and teaching assistants and with pupils very successfully involve pupils in making objective evaluations of how much they have learnt in each lesson as well as how much progress they make over time.

12. The subject knowledge of teachers is very good overall and very good use is made of specialist teaching where it is deemed to be beneficial for pupils. Throughout the school, challenging tasks and activities are given to pupils and very clear explanations make sure that everyone is fully included in all lessons. Every lesson has a clear purpose that is shared with pupils. Teachers ask searching questions of pupils to make sure that pupils understand and they use resources wisely to bring lessons alive. Teachers value pupils' own ideas and thoughts which results in pupils feeling valued. As a result, pupils have very good levels of self-esteem which gives them the confidence to think and act on their own in order to solve problems in subjects such as mathematics and science. There is particular expertise in the teaching of literacy and numeracy and some very good examples of teaching in science. The contribution of specialist teaching for art and design has a marked impact on the very good standards reached by pupils. Increasingly teachers are linking subjects together so that pupils see the relevance of what they are learning and make sense of

many of their basic skills. Some very effective use is made of an overhead projector linked to class computers which adds interest and focus to lessons, but in this area of information and communication technology more still needs to be done. Teaching assistants work very well with teachers to support identified groups of pupils, especially in working with reception children and with children with special educational needs. They are very sensitive to the needs of pupils and are very instrumental in the good achievement of pupils with special educational needs and gifted and talented pupils.

13. Very well established and very effective systems exist for assessing children when they start school and for tracking the achievement of pupils as they move across it. The information gathered from the combination of teacher assessments and objective tests is very effectively processed so that teachers set work at the right level. This results in pupils responding enthusiastically to lessons and wanting to learn. Good systems are established to share targets for improvement with pupils and effective systems are employed to identify what pupils already know prior to an area of study. Both of these strategies result in assessment information being used effectively to guide planning so that pupils do not repeat work that they already know. Careful analysis of assessment data enables the needs of individuals to be identified so that action can be taken to meet their needs.

The curriculum

The curriculum is **good** with **very good** enrichment. The accommodation and resources are **very good**.

Main strengths and weaknesses

- The curriculum is extremely well led, resulting in a rapid expansion in the range of subjects taught, the links between them and clear planning to deal with mixed age groups.
- The needs of children in the Foundation Stage and pupils who are gifted and talented or have special educational needs are very well provided for.
- There are very good ways of enriching the curriculum with very good provision for developing pupils' sense of citizenship.
- The quality of the accommodation and the range of resources is very good, fitting pupils' needs very well.

Commentary

14. All pupils have suitable access to all subjects. Excellent leadership by the headteacher has significantly improved the curriculum since the last inspection. There is now much clearer planning and greater value given to physical and creative subjects and to linking subjects together. All staff have a clear vision of what needs to be done and have devised a good ladder of skills that ensure that pupils steadily develop their learning as they move through the school. The very small numbers in each year group are carefully planned for with good attention given to very effectively meeting the needs of the small numbers of children in the Foundation Stage. There has, quite rightly, been an emphasis in recent years on restoring standards in English, mathematics and science which

has meant that the improvements in the planning of some other subjects have not yet had a full effect on standards. Initiatives such as devising and implementing ways of planning for geography and history so that pupils' skills and knowledge are systematically taught as pupils move through the school are starting to have a positive impact on standards. Very good strategies to enrich the curriculum make learning relevant to the lives of the pupils. Educational visits to local places such as Garstang and Morecambe add meaning to learning in local studies and the visits of poets and musicians extends learning in the arts. The sports curriculum is being steadily improved and links with local schools are effectively developing this area of the school's curriculum provision. The good range of extra-curricular activities for a school of this size, are popular with pupils.

15. Good planning for personal, social and health education and very good provision for citizenship make a positive contribution to the quality of the curriculum. Good links from subjects such as science develops pupils' understanding of relationships and the need for healthy living. Good provision is made for pupils with special educational needs and the gifted and talented. Well managed and planned individual education plans guide learning for those with special educational needs and good attention is given to challenging gifted and talented pupils.
16. The quality of the accommodation is very good. It is very well maintained by a diligent caretaker. The quality of classrooms is high and is complemented by very good displays that contribute to a lively and stimulating atmosphere for pupils. Outdoor facilities are of a very high standard with a well established, secure wildlife area, a vegetable garden and an adventure trail. Learning resources meet the pupils' needs very well and are effectively supplemented by resources from the library and museum service.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **very good** support, advice and guidance and has **very good** procedures for seeking the views of pupils.

Main strengths and weaknesses

- Pupils' care, welfare and well being have a very high priority.
- The very good guidance and support helps to ensure that all pupils, including those with special educational needs and the gifted and talented, learn well.
- The relationships pupils enjoy with staff are very good and pupils trust staff to help them in time of need.
- Pupils' views are taken fully into consideration and they have considerable influence on the improvement of school facilities.

Commentary

17. This aspect of the school's work was judged to be good in the previous inspection report and has improved to being very good.

18. The school has very good arrangements in place to ensure pupils' health, safety and well being. Regular health and safety checks are carried out and pupils are taught how to work safely in practical lessons. Pupils are supervised very well before school, at playtime and lunchtime. Good procedures are in place for child protection. The parents who responded to the school's questionnaire earlier this year were unanimous in their agreement that the school is a secure and caring place where their children feel safe and happy.
19. Every pupil is very well supported so that he or she learns well. Teachers and learning support assistants explain very clearly what is expected and pupils know they will be helped if they are unsure. Pupils' work is marked regularly with comments that are helpful in showing them how to improve. In the classroom, every pupil receives a significant amount of very effective individual support. This helps to ensure that pupils achieve their best. Pupils with special educational needs know their individual targets and are given very good support in taking responsibility for improving their work. Gifted and talented pupils are identified and given challenging work and all pupils have targets to improve. Teachers and other staff support pupils very sensitively when problems arise because they know their pupils very well. This caring support and guidance meets pupils' individual needs very well.
20. Pupils develop very trusting relationships with teachers and other staff so that they are willing to share any problems they may have. They are confident that the adults in school will provide prompt and effective help when needed. Pupils state that they cannot remember any bullying taking place but are certain that it would not be tolerated. Those pupils who have transferred from other schools say that St Mary's is friendlier and that they feel safer here because of the lack of bullying. Pupils of all ages feel safe and happy in school.
21. All pupils are consulted about their views of school both formally, through questionnaires and focus group meetings with the head teacher, and informally during citizenship lessons and circle time. Pupils know that their opinions are taken seriously because, as one said, "Usually our suggestions happen". For example, the adventure play area was developed in response to pupils' ideas. Pupils were involved in formulating the school mission statement and code of conduct. Their active involvement encourages them to take great pride in their school and to care for it very well.
22. The school has very good induction procedures in place to ensure that pupils settle quickly and happily into school routines and make friends, whether they join the school at the usual time or transfer later.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and the local community. Links with other schools are **very good**.

Main strengths and weaknesses

- Parents are well informed about the life and work of the school, although information about children's progress in annual reports could contain more detail.
- Parents are welcome in school and are able to raise any issues directly with staff.
- The school works very well in partnership with other small schools locally to enhance the range of experiences for pupils.

Commentary

23. Links with parents are good overall and the school makes great efforts to involve them even more in their own children's education. The school provides a wide range of useful information for parents, particularly through the very detailed prospectus. This is supplemented by regular newsletters, and teachers often stand at the gate to pass information on directly. Parents receive an overview of the curriculum every term so that they know what their child will be learning. The school has offered a range of workshops and meetings to inform parents about aspects of the curriculum but the response has been disappointingly low. Parents make a positive contribution to their children's learning by hearing them read and helping with spellings and times tables. Parental support is most effective for younger pupils. Parents attend consultation meetings in very good numbers and can always talk to their child's teacher at any reasonable time. The children's written annual reports include detailed comments for English and mathematics but comments in other subjects are often brief and do not focus sufficiently on progress.
24. The school uses well-focused questionnaires to seek the views of parents. There is an open door policy, which is highly valued by parents. The very good relationship between the school and parents encourages parents to raise any issues, suggestions or concerns. The school benefits from the very active and supportive friends association.
25. The school and the church are the focal points of community life. Local residents are invited to all school events. Events are well supported and popular. Pupils have the chance to use the local area for some of the work they do in history and geography. They visit the church and study the local town of Garstang. The school extends the range of extra curricular activities by using local expertise to provide sports coaching. The school has successfully built upon the good partnerships with parents and the community noted in the previous inspection report.
26. Links with other schools are very good. In particular, the school benefits from its membership of the small schools cluster. Some joint staff training allows staff to discuss issues with colleagues from other schools as well as keeping costs down. The schools organise a wide range of events for pupils from all the schools. This has a very positive impact on pupils' personal and social skills. The school works closely with both local high schools to ensure that relevant information is transferred and that pupils are well prepared for transition to secondary education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides **excellent** leadership and is supported by **very effective** key staff. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher's extremely clear vision and determined approach ensure that the school is improving rapidly.
- A strong culture of school self-evaluation makes sure that the school accurately identifies areas that need strengthening and guides action to do so.
- The staff work very closely together in making sure that the needs of all pupils are planned for and met.
- The governing body successfully balances its role of supporting the school whilst also making sure that it keeps an eye on how well the school is doing.

Commentary

26. The quality of leadership and management has improved since the last inspection. Excellent leadership by the headteacher sets extremely high standards. She provides very high levels of dedication and a commitment to creating the best possible quality of education, and is a very good role model for staff and pupils alike. There is a crystal clear vision for the school's direction that is very effectively articulated in a variety of very well planned and executed strategies that are lifting standards rapidly. A very strong team spirit has been created among all staff with everyone being totally committed to providing a fully inclusive quality of education. A very good school improvement planning process, based upon accurate school self-evaluation and consultations with all interested parties, offers a very clear direction for the school's development. A culture has been established of learning from best practice elsewhere and welcoming the external views of the quality of its work. This is exemplified by the way that the school has welcomed and benefited from local authority support in guiding aspects of the school's improvement over the last three years. Whilst the headteacher and staff are keen to consider new ideas, they do not instigate any until there has been a thorough evaluation of the benefit to the pupils' education.
27. There are very clear strategies to maximise the effectiveness of all staff through training and performance management. Management procedures are flexible which is vital in order to adjust to the particular demands of running a very small school. All staff share the management of the school, under the very clear direction from the headteacher. Very effective procedures for monitoring how well pupils are doing ensure that potential problems are anticipated and actions taken to head them off. Although the data from the national tests are treated with caution, they are effectively used by staff as a gauge of each pupil's performance in English, mathematics and science so that the curriculum and teaching can be improved where necessary. Throughout the school everyone works with a common purpose to raise standards and develop high quality of

personal development. Staff are determined to provide the best, and whilst in some subjects there is still some more work to do, the positive impact of leadership and management on the school's development is very marked.

28. Good governance makes sure that all statutory duties are met. The governors have played a crucial part in the school's rapid improvement since the last inspection. Governors have worked hard to develop a good approach to supporting the school whilst also maintaining a critical eye on its work. Together with the headteacher, financial management is very effective in getting the best value from its income as shown by the good achievement and rising standards. The day-to-day administration is thoroughly managed by a skilled school administrator.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	169 881
Total expenditure	162 354
Expenditure per pupil	6 765

Balances (£)	
Balance from previous year	23 905
Balance carried forward to the next	31 432

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Main strengths and weaknesses

- Teaching is very good in almost all areas of learning and achieves excellent relationships.
- Individual planning provides the basis for very good achievement.
- Learning activities are well balanced between adult-led learning and developing the children's ability to learn through their own choices.
- Assessment is very effectively used and ensures that learning is conducted through small, well-planned steps.

Commentary

- 29 The number of children admitted to the Foundation Stage varies from year to year and is extremely low. At the time of the inspection there was one child and therefore this report focuses on the quality of provision and the likely impact on achievement, rather than children's standards and achievement. The statistical description of children's attainment on entry varies dramatically from year to year, because of the very small numbers starting school in reception. Overall attainment on entry is average, with some years when it is above and others when it is below. The successful arrangements to introduce the new children and parents to the school enable children to settle into school quickly and with the minimum of fuss. Reception is part of a class consisting of pupils of Years 1, 2 and 3. Very good teamwork between the teacher and teaching assistant provides high levels of challenge for children in the Foundation Stage and contributes to children achieving very well. Lessons are very well planned to ensure that pupils have maximum access to a very well balanced curriculum that meets the children's needs. At times, the curriculum is very well enriched by educational visits and activities shared with schools in the local primary cluster. Very good management of the Foundation Stage provision dovetails children's learning activities with the topics being pursued by older pupils in the mixed age class. Assessment is very well used to gauge pupils' attainment and inform planning for the next stage of their learning. Resources are suitable for learning and pupils have regular access to play resources matching their needs.
- 30 In **personal, social and emotional development** the teaching is very good and provides a good basis for very good achievement. Excellent relationships exist between staff and pupils in the class. Their involvement with other pupils in the same class makes a very positive contribution to the children's social development and enables them to become a valued member of the whole school community. Children also benefit considerably from the excellent behaviour and attitudes of the older pupils in the class, which form very good role models. Because relationships are very supportive and the qualities of caring and sharing

are reinforced, children starting school in reception have every chance of being happy in school and developing very good personal and social skills.

- 31 The teaching is very good in **communication, language and literacy** and provides the basis for very good achievement. Planning and organisation are very effective and the well-directed use of the teaching assistant ensures that there is a strong emphasis placed on the development of language skills across all learning. Individual attention is provided that successfully develops speaking and listening. The inclusion of pupils of other ages is a significant factor in developing speaking skills in particular. Good attention is paid to learning sounds and words and forming letters correctly. The promotion of early writing skills is good. Learning activities encourage early writing skills, reading well-known stories together and writing letters and lists from the 'themed corner', which is currently an 'airport'. Because reading is regularly practised, children have every chance of starting on the reading scheme before they complete reception.
- 32 In **mathematical development**, very good teamwork between the teacher and teaching assistant provides the basis for very good achievement. The planned curriculum is thorough and sets high standards in understanding of numbers and to solve problems through practical activities and play. During the inspection, skilled questioning by the teaching assistants helped children to use money to buy 'food'. A good emphasis is given to using mathematical vocabulary to extend their knowledge and understanding by learning words such as 'greater' and 'smaller' when choosing their groups of objects. There is good expectation planning for children to develop a secure understanding of numbers up to twenty and beyond and to acquire basic knowledge operations such as addition and subtraction.
- 33 Good provision for **knowledge and understanding of the world** coupled with very good teaching provides a basis for very good achievement. Assessment information is used well to plan a wide range of activities. Learning is enriched by many visits and visitors and by very good teaching overall. By combining the learning of children in the Foundation Stage with others in the mixed age class, helped by individual support from the teaching assistant, a good range of challenging and practical activities is provided. Information and communication technology skills are well developed and generally there is free access to computers during the day. Children are expected to locate the correct program, add captions from a word bank for their pictures and patterns and print their own work. Educational visits to places of local interest such as the Leyland museum of transport broaden children's understanding of the world outside their immediate locality, although good use is made of the local area as well to support learning. Very good links with other small schools in the locality, involving the visit of pupils, successfully increases children's experiences of mixing with other children of their age.
- 34 In **physical development** it was not possible to make a judgement about the quality of outdoor provision during the inspection. Evidence from analysing planning shows that physical activities are adapted for the reception children to cover all expectations for their age. Lessons are usually planned for the older pupils in the mixed age class and the reception children join in when they can. No outdoor activities were observed during the inspection but children are given many chances to practise and develop their skills of fine control as part of lessons. Children use pencils, scissors, brushes and other tools very confidently.
- 35 Very good provision in **creative development** promotes very good achievement. The quality of teaching and learning is very good. Children are successfully included in lessons with other pupils in art and design which enables good achievement in basic skills of painting, drawing and creating designs. There is regular access to role-play

activities to develop imagination and regular access to sand and water-play activities enables creative learning to occur. Music activities enable the development of their knowledge and understanding of sounds and how to play and sing with others.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils listen, read and write well and achieve well across the school but there is some underachievement in speaking.
- There are good opportunities for pupils to apply their language and literacy skills across the curriculum.
- English is popular amongst pupils and makes a good contribution to promoting very good attitudes to learning.
- Teachers know pupils very well and very good teaching provides pupils with imaginative and stimulating lessons.

Commentary

36. Standards for the current Year 2 group of three pupils are average. Standards at the end of Year 6 of the four pupils are also average ranging from being well above to being below average. The small percentage of pupils with learning difficulties in English, are taught very well so that they achieve well, although their standards are slightly below that of other pupils. There is no statistically reliable evidence of any significant difference between the performance of boys or girls.
37. Many pupils start Year 1 with relatively good standards of listening but lack the confidence to speak confidently. Very good teaching recognises this and across the school successful initiatives have been introduced that are starting to rectify this relative weakness. Teachers work very closely with the teaching assistants in demanding that each pupil develops and extends their vocabulary and its use. Many opportunities are planned across the curriculum for pupils to speak publicly, to discuss thoughts and ideas with each other and to participate in structured debates. Significant contributions are made to pupils' speaking through the development of personal, social, health and citizenship education. The quality of handwriting and the use of grammar and punctuation are above national expectations overall, although there are variations between because of differences in the natural ability of Year groups. Spelling is mostly good. Pupils are very competent in writing for a variety of audiences. Imaginative writing is generally well composed but does not always include exciting imaginative words. By the end of Year 6, pupils have developed good skills of writing both fiction and non-fiction pieces of work. There is a particular strength in composing poems in different styles. Standards in reading are above average and pupils achieve well for their age. They enjoy reading a good variety of contemporary authors and use books well to locate information in subjects such as history and geography.
38. Pupils respond very enthusiastically to the very good quality of teaching. The teachers' good knowledge of the National Literacy Strategy enables very good

adaptations to the curriculum to cater for the mixed age ranges of each class. Across the school, pupils show very good attitudes to reading and writing and most enjoy using language in a variety of situations and contexts. Lessons are imaginatively planned so that pupils are confident to 'have a go' and try out new ideas. Expectations for the presentation of pupils' work are very high. Teachers work very hard to value what pupils do. Teachers do this by creating very well organised and presented samples of pupils' work both in class displays and anthologies of pupils' work. Very good use is made of resources such as overhead projectors linked to the computers, which enable pupils to participate in a variety of activities. Teachers make good use of computers for pupils to create a variety of texts. Word processing skills are well developed across the school from Years 1 to 6. During lessons, pupils work very hard and get on very well on their own whilst teachers give support to particular groups. Work is very well planned to meet the needs of all pupils, including higher-attainers and those with special educational needs. Homework is used effectively to support pupils' learning at home. Marking is prompt and effective in guiding pupils so that they improve. The provision of individual targets for pupils' improvement effectively involves pupils in evaluating how well they are doing and where they could do better.

39. Leadership and management are very good. The staff team works together effectively to make sure that standards are kept under constant review and plans are created to constantly improve standards and provision. Effective systems are established to assess pupils' individual attainment in comparison with national expectations and teachers know pupils very well. Resources are good and are supplemented by the good use of the local library service. There has been a good improvement in the provision for English since the last inspection.

Language and literacy across the curriculum

40. The school has good strategies for promoting the use of language and literacy across the curriculum. Expectations are high for pupils to apply literacy skills to subjects such as history and science. Pupils develop good skills of reporting historical facts, describing sequences in scientific investigations and of using technical language associated with different subjects to draw conclusions and to make explanations of events. Good use is made of educational visits such as to Garstang and Morecambe to provide a stimulus for pupils to write for a variety of purposes and to apply skills of both descriptive and narrative writing.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good and promotes good achievement for pupils of all ages and abilities.

- Pupils' attitudes to learning are extremely high and they respond very well to good challenges set by their teachers.
- Good assessment procedures are well used to lead pupils to the next stage of learning.
- The subject is well led and managed and the whole school has a shared ambition to further raise achievement.

Commentary

41. The statistics comparing pupils' performances with national standards and with pupils at similar schools is unreliable because of the very small numbers in the school. However, inspection evidence shows that pupils' attainment at the end of both Years 2 and 6 is above the national average. Pupils' achievement is good and there has been good improvement since the last inspection.
42. The school has placed a high profile in the last three years on the development of mathematics and improving standards. In this it has been very successful. Pupils have a very good grasp of number and computation. They have a quick recall of number facts in mental arithmetic and can usually describe more than one way of arriving at answers. They apply their knowledge and understanding of mathematics well when solving problems that often require more than one process. Data handling is secure. However, the limited evidence available suggests that pupils are not often enough engaged in mathematical investigation activities.
43. A very important factor in the improvement to achievement is the very good quality of teaching that contributes to very good learning. This was very evident in lessons and highlighted the good preparation made by teachers. Planning is very good and teachers very effectively prepare work for individuals or small groups within the range of ages and ability in each class. Their very close work with the classroom assistants helps pupils to achieve very well in lessons. Teachers have very high expectations of pupils and set challenging and demanding assignments. Often tasks are of a practical nature so that pupils can relate them to real life experiences, such as calculating the cost and number of three-penny stamps required to post heavy parcels in Year 1. Pupils' responses are very good. Collaboration discussion and co-operation are exemplary as groups of pupils support each other's learning and very good progress.
44. Leadership and management of the subject are very good. The subject is very effectively managed by the staff team. Team members are aware that achievement has still further to go, despite rapid improvement, and there is no hint of complacency in addressing this. Assessment procedures are very good and effectively used. Strengths and weaknesses are identified and good action is taken. Pupils are made aware of what they have to do to improve and are clear about the progress and achievement they make towards completing their targets. Monitoring procedures are well established. The quality and range of resources are very good and are regularly and effectively used to support learning.

Mathematics across the curriculum

45. Teachers provide a good range of opportunities and activities across the curriculum for pupils to extend and practise their numeracy skills. A relative strength is in the way computers are used by pupils to create graphs, charts and diagrams to record findings in science and geography. The knowledge of co-ordinates is applied to map reading in geography and in history pupils develop a good sense of chronology by using timelines. They extend their skills and knowledge of the application of ideas relating to weight and measurement in design and food technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Across the school pupils achieve particularly well in scientific investigations.
- As a result of very good teaching, pupils develop very good attitudes to science and the confidence to work on their own.
- Information and communication technology is not used well to support learning.
- Effective evaluation and assessment procedures make sure that the subject is being constantly improved.
- Very good use is made of the environment to enrich and enhance pupils' learning.

Commentary

46. Inspection evidence shows that pupils achieve very well at the end of both Years 2 and 6. Standards are currently above average and have improved since the last inspection. By the end of Year 2, pupils have developed a very good knowledge and understanding of scientific investigations. They have a good insight into the importance of ensuring that all tests are fair and are familiar with the processes of hypothesising and gathering data to support or refute predictions. By the end of Year 6, pupils have extended and improved further their very good knowledge and understanding of performing scientific investigations. Pupils have a good grasp of how to manage investigations so that possible variations are controlled so that results are reliable. Across the school, pupils effectively use outcomes of tests to draw conclusions based on what they thought would happen. They develop a good knowledge and understanding of scientific ideas related to each area of science. They have a good knowledge and understanding of scientific terminology for example, *evaporate*, *condense* and *reversible reactions* and use such terminology to explain events around them. Pupils across the school have a particularly good knowledge and understanding of environmental ideas and the importance of protecting and nurturing the fragility of nature.
47. Teaching and learning are very good across the school. The secure subject knowledge of teachers and the setting of high expectations for pupils to think for themselves result in pupils working very well and responding

enthusiastically to lessons. This shows in the high levels of pride shown by pupils in the very good quality of presentation and level of detail included in their own science books. Teachers carefully prepare resources so that pupils have good access to everything they need to independently perform investigations. Pupils respond very positively to the good links made between science and real life. For example, a group of older pupils talked very enthusiastically about the way they used their knowledge and understanding of electricity to design and invent sophisticated switches for a burglar alarm. Across the school, pupils are curious and thrive on the challenges presented by the practical elements of science. During lessons, pupils work very hard and enjoy learning. Teachers are developing satisfactorily pupils' skills of information and communication technology although some good work is occurring for example in using sensors to locate information and gather data about the conditions of the environment such as the temperature, sound and light intensities.

48. Very good management and leadership by the staff team result in a well-planned curriculum that has a good balance between pupils learning through investigation and acquiring scientific knowledge. Very good use is made of the local environment to extend learning out of the classroom by using, for example, the school garden to learn about the lifecycles of vegetables and the conditions needed for plants to thrive. Procedures for assessing standards are very good and are effectively used to monitor pupils' progress over time. Resources are good and the outdoor wildlife area is of a very high standard and is a very good resource for supporting learning in environmental science. There has been a good improvement in the provision for science since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good teaching is boosting the rate of learning and lifting standards.
- Pupils have very positive attitudes towards using computers.
- Good use of e-mail is broadening pupils' knowledge and understanding of the world.
- The subject is effectively managed and led so that the provision is being steadily improved.

Commentary

- 49 Standards are improving steadily in information and communication technology and are currently in line with national expectations at the end of both Years 2 and 6. Recent improvements in resources and the contribution from local education authority personnel have improved staff confidence and boosted pupils' achievement to being satisfactory.
- 50 Good quality teaching and learning ensure that pupils are steadily improving their knowledge and understanding of using a computer. Teachers expect pupils to apply their skills in a range of different contexts and pupils frequently use information and communication technology in other subjects. In Years 1 and 2, pupils develop secure skills of using the mouse and keyboard to create and edit text and to use simple tools to paint pictures and create designs. In Years 3 to 6, pupils make satisfactory use of computers to support learning in a wide range of subjects although some older pupils have had gaps in their experiences in the past resulting in pupils not being as advanced as they might be. Teachers are developing their own confidence to be imaginative in their use of the computer. The overhead projector linked to the class computers enhances learning for pupils and adds to lessons, for example in demonstrating different seeds and plants as part of a science lesson. In Years 4 to 6 good use is made of feedback sensors to enable pupils to gather information about the levels of sound, light and temperature in the classroom over a period of time. By the end of Year 6, pupils use a wide range of software and select the most apt tool to suit the purpose of their activity. The Internet is used with responsibility and pupils obey the school's Internet protection policy. Good use of e-mail extends pupils' knowledge and has enabled link-ups between pupils in St Mary's and St Wilfred's primary school in Manchester. Throughout the school pupils are very enthusiastic to use information and communication technology and show very good levels of attention and concentration.
- 51 Leadership and management are good and all staff work together well to ensure that the subject is carefully monitored and action plans are created to direct actions to improve standards further. The curriculum is constantly under review and is developed and improved as resources allow. The provision of resources is satisfactory and effective in supporting learning. Teachers know pupils well. The provision for information and communication technology has improved well since the last inspection.

Information and communication technology across the curriculum

- 52 Provision for using information and communication technology across the curriculum is satisfactory. Pupils across the school are starting to use information and communication technology as the natural tool for supporting learning. They

use computers to create a satisfactory variety of pieces of imaginative and narrative texts in English and make good use of data bases and spreadsheets as part of mathematics. Paint programmes are used to enable pupils to explore art and design and sensors used to gather data as part of geography and science topics. CD-ROMS and the Internet are starting to be used regularly to locate information about a variety of topics in, for example, history and science.

HUMANITIES

- 53 Limitations of time meant that it was not possible to make secure judgements about the provision in **geography** and **history**.
- 54 In **geography** insufficient lesson observation was possible but discussions with pupils and a review of their recorded work indicate that they achieve well and have good standards. Good planning makes lessons relevant to the pupils' own experiences. Field trips and visits enhance the quality of learning, for example through visits to Morecambe and Garstang. Very good links with pupils in Manchester and a school in Africa broaden their wider knowledge of other geographical locations.
- 55 In **history** discussions with pupils and a review of their work indicate that pupils achieve well. Learning resources are used well by teachers to add meaning and relevance to lessons. Some very well planned curriculum enhancement opportunities, such as the visit to the Leyland Transport Museum, provide pupils with real inspiration so that learning is exciting and meaningful. The subject is well led and managed by the staff. The curriculum is in the process of being adapted to better meet the needs of pupils in the mixed aged classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 56 Limitations of time meant that it was not possible to make secure judgements about the provision in **design and technology**, **music** or **physical education**.
- 57 In **design and technology**, pupils are motivated to learn by the way that the curriculum frequently makes good links between subjects. This adds meaning for the activities experienced by pupils and brings learning alive. The curriculum is very carefully planned to make sure that pupils experience a wide range of materials. Limited inspection evidence indicates that teachers have high expectations for pupils. There is a good emphasis given to developing pupils' knowledge and understanding of the importance of planning and evaluating their work, and of recording their activities in a neat and orderly way. Discussion with pupils shows that they enjoy the subject and take pride in their work and are achieving well.
- 58 **Music** is an important part of school life and because of the small size of the school it is often an activity in which all pupils simultaneously participate, perform and enjoy. It makes a valuable contribution to their spiritual, moral, social and cultural development. Limited opportunities were available to observe teaching of

music, or to listen to pupils' singing, and therefore judgements cannot be made. However, during part of one lesson, pupils showed their appreciation of Stravinsky's Firebird by making very sensible comments as they interpreted its mood and distinctive sounds. Good provision is made for all to learn and play traditional tunes as well as jazz on the recorder. Resources are good enabling pupils to benefit from performing on a wide range of tuned, untuned and ethnic instruments in lessons. Good cross-curricular links are made, such as in science when exploring how sound can be manipulated by tightening drum skins or by shortening and lengthening strings on guitars etc. Sometimes pupils make instruments in design and technology. Pupils enjoy taking part in concerts and school performances when they perform for their parents, friends and others.

- 59 In **physical education**, no lessons were observed but other evidence shows that the school has worked hard in the last three years to raise the subject's profile. Despite being such a small school, links with the local cluster of primaries enables pupils to participate in a wide range of team and individual sports. Good provision for swimming results in all pupils reaching the standard expected for their age by the end of Year 6 with most far exceeding it. Staff effectively manage physical education with a significant contribution being made by support staff to some of the coaching activities.

Art and design

The provision for art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve well and benefit from the specialist skills of their teacher.
- Standards of sketching are good but sketch books are not used effectively.
- Pupils enjoy art and design, and pupils of all ages work together very well in developing confidence to express themselves through a good variety of techniques.

Commentary

- 60 Standards in art and design for pupils at the end of Years 2 and 6 are well above national expectations and have improved since the last inspection. The very good achievement is primarily because of very good teaching that sets high expectations for all pupils. Pupils experience working with a wide range of materials, which they use in many practical and creative ways. They paint regularly and are adept in the use of a variety of brushes and techniques. This enables them to produce work in the style of various artists or to make a simple wash for a background. Pupils can explain colour shades, matches and contrasts and they blend them to good effect. Pupils' pencil work is very good overall but sketch books are mostly used to record and practise skills taught by the teacher, or to record the styles of famous artists. There is not enough time given for pupils to use the sketchbooks to explore their own perceptions to which they can later return. This reduces opportunities for pupils to practise and refine ideas before reproducing them in their work. In Years 5 and 6 pupils know about how pencils of particular hardness are preferred for different effects and techniques to enhance

their still life drawings. Pupils make good choices of materials and fabrics to make colourful woven designs and collages. Although three-dimensional work is included in the planned curriculum, there was too little evidence available during the inspection to draw a secure judgement on standards or achievement.

- 61 The quality of teaching and learning by a specialist teacher is very good. Very good relationships with the teacher mean that pupils are confident in trying things out and making decisions about what they are doing. A good emphasis on developing skills benefits pupils because they are building up a repertoire of techniques to express their perceptions and ideas. Pupils use information and communication technology effectively to generate computerised images in the style of some famous artists. Pupils love art and design. During lessons they work very hard and show very good concentration and a purposeful approach to reaching successful outcomes. Younger pupils benefit from working alongside older pupils and at times they appreciate the spontaneous praise of the older pupils which encourages them to reach even higher standards.
- 62 The subject is effectively managed by the staff team with particularly valuable leadership from the specialist teacher. The curriculum has been sensibly planned to meet the needs of pupils in such small year groups. There is a ladder of skills that ensure that pupils steadily develop experience of a wide range of suitable media and techniques. Pupils' achievement is monitored through a simple assessment system which easily highlights pupils who are potentially talented. Resources are suitable for supporting learning. Overall provision has improved well since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 63 The school has a very good and clear policy for promoting pupils' personal, social and health education and citizenship. As a result of careful evaluations of the pupils, the need to broaden and improve their knowledge and understanding of the wider world has been identified and very effective action taken to bring this about. Pupils' sense of citizenship is very effectively developed through a combination of links with local schools in the cluster, a multi-cultural school in Manchester and good range of class activities. These activities involve well-structured discussions and debates about aspects of being a good citizen. Issues related to sex and relationships and the awareness of drugs education are suitably planned for in accordance with the guidelines followed by the diocese.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).