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Mr K Stafford-Roberts  
Headteacher  
Leck St Peter's CofE Primary School  
Leck  
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Dear Mr Stafford-Roberts,

Ofsted survey inspection programme – Science

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 05 November 2008 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included analysis of data, interviews with staff and pupils, scrutiny of relevant documentation, pupils' work and observation of lessons.

The overall effectiveness of science was judged to be satisfactory.

Achievement and standards

Achievement is satisfactory and standards are above average.

- At Key Stage 2, all pupils attained at least Level 4 in science in national tests during the period 2005 to 2007. Above average proportions attained the higher Level 5. Unvalidated data for 2008 show that both 11 year old pupils attained the higher level.
- Data for the three years 2005 to 2007 which take into account pupils' prior attainment at Key Stage 1 and contextual factors, show that during Key Stage 2 pupils make satisfactory progress.
- Pupils' progress in the two lessons observed was satisfactory for most groups of pupils.
- Behaviour observed in lessons was good and indicated that personal development of pupils is good.

## Quality of teaching and learning of science

Teaching and learning are satisfactory.

- The lessons observed were both satisfactory.
- Teachers have good relationships with their pupils. They are lively and enthusiastic and they know individual pupils well.
- Science lessons include a variety of activities, including practical activities which pupils enjoy.
- Pupils have good attitudes to learning. They are motivated, attentive and keen to do well.
- Although teachers' planning takes account of mixed age classes, the tasks set for different groups of pupils are not always targeted closely enough to individual pupil capability. This limits the learning of some groups. Examples observed included a group of pupils set a task that was too difficult for them to tackle effectively; and other pupils given too much teacher direction so that there was insufficient opportunity for them to think about and develop their own ideas.
- There is limited use of scientific terminology in lessons, particularly in Key Stage 2.
- The marking of pupils' books uses praise appropriately but there is insufficient guidance on how pupils might improve their work.
- Individual targets in science are not well understood by pupils.
- Although little use of information and communication technology (ICT) was observed it was clear from discussion with pupils and teachers that effective use is made of ICT in lessons.
- Teaching assistants contribute well to the lessons by leading the work of particular groups of pupils.

## Quality of the curriculum

The curriculum in science is good.

- Enrichment activities are used to promote learning in science. These include activities which make good use of the school's rural setting and the local environment. For example, younger pupils undertake a visit to a local cave during their study of light and dark to experience total darkness.
- There is a good range of clubs which have relevance to science, such as the gardening club.
- Some effective cross curricular links are made, for example in studying aspects of healthy lifestyles.
- In the Foundation Stage there are appropriate activities to develop knowledge and understanding of the world.
- There are insufficient opportunities for pupils to develop independent investigative skills.

## Leadership and management of science

Leadership and management of science are satisfactory.

- Day to day management is effective.

- Your leadership and management of science have led to improvements in the science curriculum, particularly in terms of making use of the local rural environment.
- Although there is no science coordinator at present, responsibility for science coordination has recently been allocated to a newly qualified teacher who will take a full lead in the subject shortly.
- Some analysis of SATs questions has been carried out and used to identify areas for development. The school has identified the need to develop further the use of scientific terminology.
- There has been no recent professional development in science for teachers.

Areas for improvement, which we discussed, included:

- offering more opportunities for independent investigative work
- developing differentiation strategies in lessons further to ensure that activities and tasks are well matched to pupils' abilities to promote learning effectively
- developing scientific literacy through increased use of scientific terminology
- improving the marking of science work so that pupils have a clearer view of how well they are doing and what they need to do to improve further.

I hope these observations are useful as you continue to develop science in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Ruth James  
Her Majesty's Inspector